Spring 5-18-2019

A Gift from God: An Analysis of Social Media Policies Adopted by Catholic Institutions of Higher Education and How They Cover Faculty

McKenna L. Schray
mckenna.schray@shu.edu

A GIFT FROM GOD: AN ANALYSIS OF SOCIAL MEDIA POLICIES ADOPTED BY CATHOLIC INSTITUTIONS OF HIGHER EDUCATION AND HOW THEY COVER FACULTY

McKenna L. Schray

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Seton Hall University
May 2019

Doctoral Committee:

Martin Finkelstein, Ph.D., Mentor
Robert Kelchen, Ph.D., Committee Member
Kathleen Rennie, Ph.D., Committee Member

SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
OFFICE OF GRADUATE STUDIES

APPROVAL FOR SUCCESSFUL DEFENSE

McKenna L. Schray has successfully defended and made the required modifications to the text of the doctoral dissertation for the **Ph.D.** during this **Spring Semester 2019**.

DISSERTATION COMMITTEE

(please sign and date beside your name)

Mentor:
Dr. Martin Finkelstein 4.15.19

Committee Member:
Dr. Robert Kelchen 3/20/19

Committee Member:
Dr. Kathleen Rennie

The mentor and any other committee members who wish to review revisions will sign and date this document only when revisions have been completed. Please return this form to the Office of Graduate Studies, where it will be placed in the candidate's file and submit a copy with your final dissertation to be bound as page number two.

ABSTRACT

This dissertation investigates the development of social media policies in higher education. This study differentiates itself from existing social media policy research by analyzing the content of social media policies themselves, focusing on how social media policies cover faculty, and examining policies at Catholic higher education institutions. Using multiple data sources and quantitative content analysis, this study found 28.7 percent of Catholic higher education institutions have a published social media policy and 27.5 percent of Catholic higher education institutions have a social media policy that covers faculty.

Related to social media policies at Catholic higher education institutions, this study revealed that doctorate-granting universities make up the largest percentage of institutions that have a social media policy. Policies frequently mentioned particular social media sites, with Facebook and Twitter among the most likely named. Policies typically applied to all those associated with the institution (including faculty). Members of the community were advised to post appropriate content, represent the institution positively, and to ensure posts comply with the law.

Keywords: Social Media, Social Media Policy, Catholic Education, Faculty, Higher Education

To my children, Dr. Mama will always be my favorite title

ACKNOWLEDGEMENTS

As a product of lifelong Catholic education, it brings me great joy to contribute to research on Catholic higher education. My Catholic education and upbringing molded me into the person I am today. Thank you to Saint John Bosco Catholic School in Phoenix, Saint Ambrose Catholic School in Tucson, Salpointe Catholic High School in Tucson, and Seton Hall University in South Orange. I extend my sincere gratitude to my parents for their sacrifice and the value they placed on my education. They guided and supported me through 27 years of education and allowed me to always be a student first. I owe my success to that alone.

One of my proudest moments was when my little brother, Cole, decided to attend Seton Hall University as well. He continues to impress me and I am thrilled to graduate with him this May. My husband, Frank, a data analyst by day and research assistant by night, has given me everything I've always dreamed of by 27 years old. Thanks for giving me the greatest gift of staying home with our children and completing my education.

Last, but not least, it is with great pleasure that I acknowledge my dissertation committee. I requested Dr. Finkelstein as my mentor due to his expertise on faculty and because I knew he would challenge me. He held up to that expectation and for that I am grateful. Dr. Kelchen, also known as a Top Twitter Influencer, was the perfect piece to my dissertation puzzle. Finally, Dr. Rennie, an adviser and mentor, who opened my eyes to further education and my calling. I will always be your biggest fan.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Social media has become an integral part of contemporary society. Almost 89 percent of all United States adults using Internet technologies are social media users (Pew Research Center, 2018). Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0...that allow the creation and exchange of User Generated Content" (Kaplan & Haenlein, 2010, p. 61). Some popular social media platforms include: Facebook, Twitter, and Instagram. A significant segment of social media users are higher education institutions' students and faculty. Current undergraduate and younger graduate students are the first generation to grow up with computers in the home. These generations, known as "Millennials" or "Generation Y," consider technology a routine social experience. Specifically, students view social media as a chance to personalize and customize their information creation and as an opportunity to interact online with their peers (Martínez-Alemán, 2014). Although students are generally of the "native" digital generations, cross-generational use of social media has spread, with faculty consuming and producing social media content of their own to meet the demands of their millennial students and leverage its benefits.

The benefits of social media are evident for business (including higher education institutions), educators, and students (Woodley & Silvestri, 2014). Higher education institutions use social media to "recruit students, engage alumni, develop and sustain institutional academic and athletic brand, connect with students and faculty on and off campus, and manage crises" (Martínez-Alemán, 2014, p. 12). Educators are utilizing social media for professional and instructional purposes. Professionally, social media use allows educators to create an online brand through social media sites such as LinkedIn and stay fresh on current events through blogs

and videos. Educators are also using social media to engage students in more informal, relaxed, and colloquial ways in and outside of the classroom (Martínez-Alemán, 2014). The advantages for students are similar. Social media allows for students to take control of their self-presentation and identity expression on both a professional and personal level (Sanderson, Browning, & Schmittel, 2015). Research shows that students expect information production, consumption, and exchange to be quick, easy, and 24/7. The instantaneous nature of publication on social media sites meets that expectation (Martínez-Alemán, 2014; Rowe, 2014). With that said, social media use also has its disadvantages.

Social media ranks in the top five risks for business and higher education (Woodley & Silvestri, 2014), with an increased concern by higher education institutions about social media use in the university setting. For example, higher education institutions often run their own social media sites to engage with potential, current, and former students, faculty, and other university community members. However, what happens when an individual posts content that could negatively impact the well-being of students, faculty and the university's reputation? Does the university have a responsibility to respond? If so, how should it respond? The complications and disadvantages of social media do not end there (Rowe, 2014). Faculty members also share concerns about the use of social media for instructional purposes. "Chief among faculty's concerns about social media as instructional technology are their own privacy and the integrity of student work" (Martínez-Alemán, 2014, p. 16). On a personal level, educators are hesitant to share details of their private lives and know about their students' lives. Doing so can lead to negative consequences such as accusations of favoritism and inappropriate personal relationships (Martínez-Alemán, 2014; Rowe, 2014). Lastly, social media use has disadvantages for its primary users, students. Woodley and Silvestri (2014) shared that "social media allows campus-

based behavior from puerile pranks to more serious misdemeanors—to reach an audience well beyond campus boundaries and to become very public, reasonably permanent, and searchable over a person's lifetime" (p. 127). The reach of social media can negatively impact students' personal and professional lives.

Examples of poor social media use by students and faculty continue to pop up in local and national media and in the court system. From the University of Kansas professor who tweeted a death threat to members of the National Rifle Association (NRA) in 2013 to the Texas Christian University student who created anti-Islam Facebook posts in 2015 (Daugrid, 2015; Levy, 2014) to the New York University visiting professor who tweeted about "obese Ph.D. applicants" (Pomerantz, Hank, & Sugimoto, 2015) as well as court cases involving threatening comments on Facebook (*Keefe v Central Lakes College,* 2014) and sexist statements in the pre-professional setting (*Yoder v. University of Louisville, 2013*).

Since social media has become interconnected with professional advancement, instructional purposes, and university communication, the faculty member has been brought to the forefront. Yet, there is little research on faculty use of social media and how social media policies cover them. Just as the student population has experienced a rise in social media use on both a personal and professional level, the faculty population has as well. For example, a 2011 study conducted by Pearson Learning Solutions and Babson Survey Research Group found that more than 75 percent of faculty members had visited a social media platform within the past month for personal use and 90 percent had used social media for instructional purposes or professional advancement (Moran, Seaman, & Tinti-Kane, 2011). On the other hand, faculty members have major concerns about the lack of control regarding the content posted on social media platforms and privacy issues. This presents a challenge for faculty members to balance the

advantages and disadvantages of social media use (Veletsianos & Kimmons, 2013). This includes gaining a deeper understanding of social media policies, which can work to guide appropriate faculty social media use and fill a gap in the literature. Whether the outcomes of social media use are positive or negative, faculty members and universities are being forced to consider social media activity. Previous social media activity and policy research has focused on students, student-athletes, the state of policies in higher education by Carnegie Classification, free speech rights, and Boudreaux's classifications of stages of policy development/evolution (Boudreaux, 2010; Garber, 2011; Levy, 2014; Penrose, 2014; Pomerantz et al., 2015; Sanderson et al, 2015). This presents an opportunity for research to focus on faculty and the state of policies in higher education by institutional control or affiliation. One higher education institutional control that may face unique challenges and pressures in developing and adopting social media policies for faculty are Catholic institutions.

Problem Statement

The emergence of social media use among faculty has created a personal and professional risk for them and a threat to the reputations of higher education institutions. Yet, only one-quarter of institutions have an accessible social media policy (Pomerantz et al., 2015). Little research has been conducted about social media policy questions at the 247 degree-granting Catholic higher education institutions in the United States, which can be more complex due to their religious nature, governance, and congregational pressures. This is because some of the Catholic Church's teachings are often in contrast to popular positions. For example, the Church's pro-life stance often elicits unfavorable online comments. Similarly, there is a gap in research focusing on faculty and social media policy. Thus, it is important to gain a deeper understanding of social media policies at Catholic higher education institutions and how they cover faculty.

Purpose and Research Questions

This study will investigate the development of social media policies at Catholic institutions of higher education and how they cover faculty to contribute to the growing conversation on social media and higher education. The present study is guided by the following research questions and subsidiary questions:

1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?
    a. How many Catholic institutions have such policies?
    b. How long have such policies been in place?
2. What is the organizational locus of these policies?
    a. What is the location of such policies and how are they accessed?
    b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?
3. What is the substantive nature and stage of development of these policies?
    a. What do policies require of faculty?
    b. What are the consequences faculty face if they violate the policy?
    c. How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution?
4. How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?
    a. What kinds of institutions are more likely to have policies and which are not?

Significance of the Study

This study is significant in practice, policy, and research. It may inform the development and adoption of social media policies at Catholic higher education institutions, taking into consideration the ever-changing scene of social media, issues of academic freedom, and the possible ineffectiveness of social media policies for faculty. Furthermore, to my best knowledge, little previous research analyzes the content of social media policies themselves or focuses on how social media policies cover faculty, and no known studies focus on the faculty at Catholic higher education institutions (Pomerantz et al., 2015). Finally, this study will contribute to research on Catholic higher education, which is lacking compared to research on public higher education due to the access and scope advantages of studying public higher education institutions.

Definition of Terms

Social media platforms are based on the central principal of creating an individual electronic profile that represents an individual or a group within a broader network of individuals or groups (Boyd & Ellison, 2007). Most social media platforms research surrounds networks such as: Facebook, YouTube, LinkedIn, Instagram, Tumblr, and Twitter due to their popularity. With that said, anecdotal contemporary research exists on up-and-coming social media platforms like Whisper and SnapChat (Phillips, 2007). Additional definitions essential to fully understand this study include:

- Social media policy is a document that establishes standards or guidelines at varying levels for the proper use of and behavior on social media platforms. The intention and objectives of such policies varies if/when they are adopted and implemented (ISTE, 2009).

- Compared to Web 1.0, where users consume content, Web 2.0 allows users to create content and use social media to convey ideas, feelings, and information (O'Reilly, 2005).
- Facebook is a social media platform where the user has tools that allow for message transmission, the gaining of "friends," and customized profiles for users that update those within selected networks about interests, occupations, trends, and location (Moore, 2011).
- YouTube is a video-sharing social media site that allows users to create channels, rate and comment, and store/edit content (Byrd, 2010).
- LinkedIn is like Facebook in the transmission of messages and the gaining of friends, but users interact with connections in a more professional manner such as career opportunities and resume sharing (Moore, 2011).
- Instagram is an online mobile photo and video-sharing social media site that allows users to take pictures and videos, and share them among their followers (Byrd, 2010).
- Tumblr is a social media platform designed to allow users to post multimedia and other content in a blog format (Chang, Tang, Inagaki, & Liu, 2014).
- Twitter delivers content in 280 characters that can be supported with images or links (Byrd, 2010; Murthy, 2018).

Over the past several years, social media platforms have developed from a campus resource (Facebook) to more intuitive and simple to use platforms that allow users to upload posts, photos, music, video, and current location (Boyd & Ellison, 2007; Hirscorn, 2007). According to a 2011 study by Barnes and Lescault, Facebook is the most popular social media platform used by higher education stakeholders (98%) with Twitter at a close second (87%). Therefore, it is important to understand how higher education stakeholders, specifically faculty, are impacted by social media policies at Catholic higher education institutions.

Organization of Study

In Chapter I the introduction, problem statement, purpose, research questions, subsidiary questions, significance of the study, and definition of terms have been presented. Chapter II provides context for this study and includes a broad and extensive review of existing literature on social media, social media policies and Catholic higher education as it relates to the topic. Chapter III includes this study's research design, which relies on content analysis of social media policies at Catholic higher education institutions. Results of this quantitative study are completed, presented, and synthesized in Chapter IV. Chapter V concludes with a discussion of this study's findings, limitations, implications, and potential avenues for future research.

CHAPTER II

LITERATURE REVIEW

The following literature review explores social media use, social media policies, and Catholic higher education as it relates to social media policies. Specifically, it examines how faculty use social media, discusses the state of social media policies, and provides an overview of Catholic higher education as it relates to this study. In practice, the literature review was conducted mostly through the use of Boolean phase searches on library and journal databases. Literature between 2007 through 2018 was reviewed with the purpose of providing context to the evolution of social media as it relates to higher education. The review also revealed that social media has outpaced empirical research specifically as it relates to higher education. Given this, current social media policies and controversies were reviewed to provide additional context.

The literature for this review is divided into six sections with the following purposes: 1) to review the literature on faculty members' use of social media and its challenges; 2) to discuss general social media use and its impact on universities; 3) to review the literature on social media policies outside and in higher education, addressing social media policies at public institutions to create a comparison group for Catholic institutions; 4) to provide an overview of Catholic higher education as it relates to this study; 5) to explore an analytical framework to offer insight into the contemporary social media policy literature and this study's methodology; and 6) to provide a summary at the end of this review that synthesizes from an analytical perspective the content that has been discussed.

Faculty's Use of Social Media and its Challenges

The Babson Survey Research Group uncovered that regardless of tenure status, career stage, or gender, almost all faculty have heard of social media, with 80 percent having accounts

on a social media site (Martínez-Alemán, 2014). While most faculty members do not have their students' social media fluency and expertise and are considered social media "immigrants" as opposed to "natives," they are lessening the divide with their production and consumption of social media. With that said, faculty members utilize social media sites for different reasons than students. Levy (2014) and Martínez-Alemán (2014) shared four reasons faculty use social media: to express or support opinions, to communicate with professional colleagues, to share and collaborate with students online for instructional purposes, and as opportunity to assess and hold students accountable. Some of the most extensive social media research related to faculty consists of survey instruments that evaluate basic data related to personal and professional use. Moran et al. (2011) conducted a large study of faculty across all disciplines in higher education. Their study revealed that social media research uncovered opportunities for faculty and students to engage in new and exciting ways. For example, faculty who instruct online were twice as likely to use social media in multiple ways and the majority of faculty who utilize social media in the classroom used it to assign readings and online videos. While research indicates that social media use among faculty members can lead to positive outcomes such as the creation of research networks with colleagues and students, timelier feedback to students, and the ability to extend class beyond the traditional in-class format, it also has its challenges (Daugrid, 2014; Levy, 2014; Martínez-Alemán, 2014).

The challenges for social media use among faculty are twofold. To begin, not all faculty members buy into social media as a personal, professional, and instructional tool. Martínez-Alemán (2014) explained, "faculty have historically valued a relationship with students that could be characterized as 'professional' or formal, and the very essence and objectives of social media (especially social networking) are quite the opposite" (p. 16). Therefore, some faculty

members reject social media altogether. This can lead to differences between students and misinformation. For example, some postsecondary faculty members believe that social media sites, like Facebook, have no privacy safeguards. However, Facebook does allow for custom privacy settings (Liu, 2011). If faculty dismiss the importance of social media, they hurt their professional development. One way is during the job search process. In addition to employers looking at social media sites during the prescreening process to find negative things about candidates, they also look for positive. Baumhart (2015) shared that 33 percent of employers who research candidates on social media sites said they have found content that has made them more likely to hire that candidate. Further, nearly a quarter of employers found content that directly led them to hiring the candidate. Therefore, it is important for faculty members' professional development to have and maintain social media sites. Velesianos and Kimmons (2013) also discovered the need to differentiate personal and professional use in their study. or In a qualitative study they used semi-structured interviews of three faculty members to compile data. One faculty member was an associate professor with more than 10 years of experience, one was a female assistant professor with less than 2 years of experience, and the last was a female assistant professor who just started at the university. While all used social media in some capacity professionally, the degree to which they applied it instructionally differed. Each participant indicated the need for establishing personal and professional boundaries. Regardless of faculty members' use or non-use of social media, they are impacting their personal and institution's reputations.

Social Media Use and Its Impact on Universities

Universities have collectively employed the communicative influence of social media for institutional operations and services to extend and expand their reach (Martínez-Alemán, 2014).

Universities certainly recognize the immense advantages that social media use provides them, their students, and their faculty. However, university administrators are increasingly concerned that students and faculty are using social media improperly (Garber, 2011; Martínez-Alemán, 2014; Pomerantz et al., 2015), presenting a personal and professional threat for students and faculty and a reputational risk for universities. The risk for students is embedded in two places: career placement and academic performance, of which impact universities' graduation and career placement rates and overall profile (Junco, 2015; Martínez-Alemán, 2014; Rosen et al., 2013; Rowe, 2014; Sanderson et al., 2015). The threat for faculty is also twofold in that they do not fully understand the use of social media and the importance of maintaining a professional persona online. This impacts universities because faculty may not understand what is "private" and "public" on their profiles and the reach of social media. This is concerning because the Pew Research Center (2010) found that 57 percent of individuals turn to social media for more information about a business (including universities) and that a faculty search is an integral part of a student's college search. It is important that faculty members are represented professionally and positively online (Baumhart, 2015; Daugrid, 2014; Levy, 2014; Martínez-Alemán, 2014; McNeill, 2012). Lastly, poor social media use can impact universities' reputation because negative social media posts by faculty can create damaging publicity. Although it is difficult to measure the damage social media can cause. The examples of poor social media use are numerous. In 2013 at New York University a visiting professor tweeted the following: "Dear obese PhD applicants: if you didn't have the willpower to stop eating carbs, you won't have the willpower to do a dissertation. #truth". The tweet went viral on Twitter and hit national media outlets. This created backlash from audiences across the nation, requiring action by New York University and damaging perceptions about the University and its faculty (Pomerantz et al.,

2015; Wankel & Wankel, 2011; Woodley & Silvestri, 2014). Luckily, New York University has a prestigious reputation that cannot be brought down by one tweet, but that is not the case for all universities where continued poor social media use may significantly damage their reputation. Therefore, universities should consider the need for developing and adopting social media policies.

Social Media Policies Outside and in Higher Education

Little research focuses on social media questions at higher education institutions. In fact, a dissertation review conducted by Piotrowski (2015) using the ProQuest Dissertations and Theses database revealed that only about 12 percent of social media related dissertations are primarily focused on higher education settings. When present, however, higher education institutions generally have their policy and handbook documents accessible via the open web (Pomerantz et al., 2015). Previous research has also discovered key institutional characteristics associated with having a social media policy. In their landmark study, Pomerantz et. al (2015) found that residential institutions are more likely than non-residential institutions to have social media policies, a far greater percentage of four-institutions have social media policies than two-year institutions, and large institutions are more likely than any other size to have social media policies. They also found that doctorate-granting institutions were most likely to have a policy and that geographic region showed no notable differences.

In the past, processes that have commanded the adoption of policy have required higher education researchers and policymakers to seek interdisciplinary examples to advise the policy process of social media policies. Social media policies have been developed in numerous sectors from professional sports organizations to corporate businesses (Social Media Policy, n.d.; Stossel, 2016). Literature on social media policies has predominantly appeared in the business

trade press. This work is usually more practical in nature and includes questions such as: why businesses should have social media policies, how to write these policies, and how to leverage social media for the benefit of the organization. Further, developing social media policies for businesses is such a substantial issue that the United States Federal National Labor Relations Board issued a report analyzing legal cases in which employers' social media policies came under question and provided direction for creating a legally compliant social media policy (Pomerantz et al., 2015). In developing social media policies, organizations have paved the way for higher education institutions to follow suit, with research pointing to growing worry over protecting the reputations of organizations' brands and image and ensuring the safety of stakeholders (Garber, 2011; Pomerantz et al., 2015). For instance, higher education institutions have adopted social media policies that mirror similar values as corporate businesses such as appropriate content, representing the organization, and ensuring posts comply with the law.

The key to effective social media policy practice is proficient creation of the policy, education that it exists, and consistency in its implementation (Amara 2014). First, higher education institutions must create a policy that involves its entire stakeholder, including: students, faculty, staff, policymakers, and lawmakers. Higher education institutions must also write in clear language to avoid confusion and take into consideration the First Amendment rights of students and faculty (Levy, 2014; Penrose, 2014). Next, higher learning institutions must educate its audiences that a social media policy exists and explain the need for it. This can be beneficial to universities, students, and faculty. Researchers explained that it is imperative that social media users understand the regrettable actions social media can cause so that they can avoid them. A social media policy can work to create a healthy and sustainable online environment and should reflect the culture, tone, and spirit of a university (Baumhart, 2015;

Wang, Norcie, Komanduri, Acquisti, Leon, & Cranor, 2011). Lastly, institutions must be consistent in implementing their social media policy. In the case of the University of Kansas professor who tweeted a threat to NRA members, the University was not consistent or clear in implementing its policy. This resulted in a public revision of the policy that dragged on for over a year (Levy, 2014). By remaining constant, institutions can avoid similar circumstances.

There is wide consensus among faculty and universities that social media content dealing with the following subjects are serious: threats of violence, racist, sexist and homophobic comments, and admissions of academic misconduct (cheating and plagiarism) (Rowe, 2014). One way to address "serious" social media content is for universities to create social media policies. A social media policy can work to create a healthy and sustainable online environment (Baumhart, 2015; Wang, Norcie, Komanduri, Acquisti, Leon, & Cranor, 2011). Further, Stoessel (2016) found that 45 percent of faculty either "somewhat agreed" or "strongly agreed" that social media policies should be instituted at colleges and universities. For higher education institutions, the policy content for social media policy is driven by three principal values, which include: appropriate content standards, appropriately representing the institution, and ensuring posts comply with the law. (Levy, 2014; Pomerantz et al., 2015; Stoessel, 2016).

Appropriate Content Standards

While many topics are addressed in social media policies, appropriateness of posts is one of three categories mentioned the most (Pomerantz et. al., 2015). Characteristics of appropriate content standards include, appropriate content, posting personal information about oneself, posting personal information about others, communication with co-workers, communication with members of the community, inappropriate behavior, conflict, accurate information, appropriate tone, and writing style (Pomerantz et al., 2015). Higher education institutions are beginning to

understand the importance of social media policies to guide appropriate social media use for their employees on a personal and professional level (Levy, 2014; Pomerantz et al., 2015; Stoessel, 2016). Institutions are starting to acknowledge the need to monitor their employees' accounts and accounts they manage and educate them on appropriate use and consequences. For instance, The Catholic University of America (2017), the University of Michigan (2010), the University of Massachusetts - Boston (2010), University of Minnesota (2014), Montclair State University (2014), and the University of California-Berkeley (2013) include specific guidelines for employees' personal social media sites in an effort to educate employees on how to protect the integrity of their personal and professional identifies, how to appropriately use social media in an ethical/civil way, and explain the consequences of negative content posted on social media (Stoessel, 2016). Furthermore, a clear definition of all relevant social media sites is included and there is a clear distinction between professional and personal use. A review of the above policies of public institutions around the country delivers contextual evidence that many colleges and universities desire to guide their own social media use (Levy, 2014; Stoessel, 2016).

Representing the Institution

Many topics are addressed in social media policies, but representing the institution is two of three categories mentioned most frequently (Pomerantz et. al., 2015). Characteristics of representing the institutions include, representing the institution, posting on behalf of the institution, posting about events, use of trademarks, sharing information about the workplace, contact with the media, and contact with government agencies (Pomerantz et. al., 2015). Social media policies can promote the protection of institutional intellectual property and maintenance of university image (Levy, 2014; Pomerantz et al., 2015; Stoessel, 2016). Public universities such as the University of Michigan (2010) and Oregon State University (2011) have

implemented social media policies that provide employees, including faculty members, with guidelines for promoting and protecting university reputation. Maintaining compliance to copyright, FERPA (The Federal Educational Rights and Privacy Act), and HIPAA (Health Insurance Portability and Accountability Act) procedures, as well as institutional images and logos is vital for social media to work as a low-cost way to engage the university community and maintain brand image (Stoessel, 2016). Policies aimed at maintenance of university image outline guidelines of social media use when posting as an individual and on behalf of the university. For example, the University of Michigan's policy states "If you published content to any website outside of UM and it has something to do with the work you do or subjects associated with UM, use a disclaimer such as this: 'the postings on this site are my own and do not repersent UM's positions, strategies, or options'" (pg. 3) The University of Michigan's policy has proven to be so successful in maintaining university image that private institutions like Emerson College (2014) have adopted its same policy.

Ensuring Posts Comply with the Law

Even with many topics addressed in social media policies, ensuring that posts comply with the law is three of three categories mentioned most often (Pomerantz et. al., 2015). Characteristics of ensuring posts comply with the law include, complying with the law, what is legal or is not legal to post, permission, copyright, confidential information, and consequences for violating the policy (Pomerantz et. al., 2015).

Institutions have also gone to lengths to adopt and implement social media policies that protect confidential information like personal information and private business conducted by the institution (Levy, 2014; Pomerantz et al., 2015; Stoessel, 2016). The significance of confidentiality and privacy are visible by social media policies at University of Kansas Medical

Center (2013), University of Michigan (2010), and University of Texas (2014). Policies of these institutions share a common theme of keeping private information regarding university employees and students private. For instance, the University of Kansas Medical Center policy aims to keep patient records, video/pictures of procedures, and secured locations confidential. In the case of the University of Michigan, its policy specifically states, "do not post confidential or proprietary information about the University of Michigan, its students, its alumni or your fellow employees" (2010, para. 4). The University of Texas (2014) policy explains that "as the responsibility of the individual on a professional level increases, so do the boundaries of the policy being implemented" (Stoessel, 2016, p. 17). The policies at these three public institutions protect the confidentiality of university affairs by requiring employees to place their accountability and fidelity to their respective institutions above individual views.

Lack of Buy-In

Despite the evident benefits of a social media policy (Baumhart, 2015; Wang et al., 2011), most institutions do not have social media policies, with doctorate-granting universities more likely than any other Carnegie Classification to have a social media policy (Pomerantz et al., 2015). This may be because institutions have concerns about violating the First Amendment rights of faculty. Researchers and universities alike have taken note that recent legislation has sided with the rights and faculty over universities and are concerned about the lack of case law due to the novelty of social media (Levy, 2014; Penrose, 2014). Yet, Pomerantz et al. (2015) found that of the colleges and universities that have an institutional social media policy, faculty are one of the most likely publics for whom the policy was written. Furthermore, Stoessel (2016) discovered that faculty members desired to be part of the social media policymaking process, but were rarely included. Furthermore, a high number of faculty indicated that even when social

media policies are in place, they hardly take steps to implement any of the guidelines or best practices included to help lessen the potential negatives of personal or professional use. In particular, privacy settings were rarely adjusted to the highest settings possible to prevent controversy from occurring in the first place and training/technical support in the use of these tools personally or professional was not readily available. The loss of transition from policy adoption to implementation demonstrates a lack buy-in (Stoessel, 2016). Thus, universities must take steps to acknowledge the need and to create and implement social media policies that balance the First Amendment rights of faculty with necessary social media guidelines. In addition to creating buy-in, institutions must work to communicate clear goals and objectives to communities addressed. By doing so, higher education institutions can ensure appropriate content standards, positive online representation, and make sure that posts comply with the law.

Catholic Higher Education and Social Media

Faculty at private institutions (89%) are slightly more likely than faculty at public institutions (87%) to participate in social media for personal or professional use (Stoessel, 2016). Social media questions at Catholic higher education institutions can be more complex than at public institutions due to their religious nature, governance, and congregational pressures. The United States Conference of Catholic Bishops (USCCB) (2014) offers social media guidelines for the Church and any entity associated with it. The guidelines highlight the Church's interest in capitalizing on social media. In fact, the Pope's annual World Communications Day message has focused on social media since 2006. The document shares that social media offers both opportunities and challenges to Catholic organizations. These opportunities and challenges include visibility, community, and accountability. Social media offers the Church and its organizations the opportunity to enhance the Church's visibility and evangelization, strengthen

community, and requires accountability and responsibility. Social media is a challenge, however, due to its public nature and the importance of defining appropriate boundaries for communication. These guidelines offer two approaches to defining appropriate content as it relates to the Church (1) do not engage in conversation about issues in which the Church's teaching are often in contrast to some popular positions (i.e. abortion and same-sex marriage) or (2) provide guidance on how to engage in dialogue around these topics. This provides Catholic colleges and universities with some space to create a social media policy that is most effective for them and closely aligns with their congregational control. With that said, the guidelines make it clear that professional *and* personal social media use should reflect Catholic values. The USCCB (2014) guidelines state:

> Businesses are cautioning their employees that, while employees have a right to privacy and confidentiality regarding what their employers know about them, an employee's use of social networking—because of its very nature—means he or she relinquishes some privacy and could be construed as representing the company's ethics and values. Likewise, church personnel should be encouraged to understand that they are witnessing to the faith through all of their social networking, whether 'public' or 'private.' Many employers and church organizations ask their personnel to consider including a disclaimer on their personal sites, especially if employees/church personnel are highly visible in the community and/or post material related to church work/ministry on their personal sites. One example: 'The views expressed on this site are mine alone and do not necessarily reflect the views of my employer.' (para. 11).

Based on these guidelines, it appears Catholic mission and identify should be central to the creation and language used in Catholic social media policies. These guidelines present a framework for social media policies at Catholic higher education institutions and offer insight into how Catholic colleges and universities can craft social media policies that cover employees such as faculty members.

Analytical Framework

To guide this study, an analytical framework of policy analysis approaches and policy evolvement stages is explored. This framework works to inform research trends and gaps in current social media policy literature and methodology.

Policy Analysis Approaches

Existing literature and research trends pinpoint three approaches to policy analysis: policy adoption, policy implementation, and policy impact (Campbell et al., 2016). The policy adoption phase refers to the first stage of policy analysis. According to Anderson (1978), policy adoption deals with understanding the relationships between individuals and their surrounding environment. This is to say that policies are developed after individuals and the environment determine a need. Campbell et al. explained that policy development "is a complex process involving many stakeholders such as students, faculty, staff, and institutional representatives. Any new or adopted policy must fit within the institutional context and align with existing regulations, policies, and guidelines" (2016, p. 204). In the case of colleges and universities adopting social media policies, the adoption phase has been slow. One study found that most institutions do not have social media policies (Pomerantz et al., 2015). Similarly, Kaplan (2010) conducted a quantitative study and found that only 13 percent of surveyed institutions had social

media policies. This suggests that individuals and respective environments may still be in the process of determining need for developing social media policies.

After adopting a social media policy, higher education institutions must implement their policies. Implementation of social media policies are expected to increase as the popularity of social media rises (Stoessel, 2016). However, Wandel (2007) found that 47.7 percent of institutions did not offer social media or social media policy workshops for faculty despite having policies that could influence them. Further, implementation policy research shows that social media policies are more student-centered than faculty-centered (Sanderson et al., 2015; Wandel, 2007). This presents an opportunity for institutions to implement social media policies based on the wants and needs of faculty.

The last policy stage is impact, which aims to measure social media policy adoption and implementation. Policy impact research on social media policies is in its initial stages given the newness of social media. Much of the current literature surrounds students rather than other higher education stakeholders. This makes it difficult to measure impact on other higher education stakeholders. One study conducted by Williams, Field, and James (2011) attempted to measure impact. The researchers found that students increased their Facebook privacy settings post-policy from 11 percent to 18 percent. Another important aspect of policy impact research is anticipated versus actual policy impact. McEachern (2011) found that students who received social media policy training desired more practical knowledge to be present in policy language. Sanderson and Browning (2013) found similar results. Their study showed that student-athletes wanted to be told exactly what a policy could enforce. In any case, there is room for contribution to policy adoption, implementation, and impact research related to social media policies and faculty.

Policy Evolvement Stages

Although only a couple of studies have analyzed the content of social media policies themselves (Boudreaux, 2009; Pomerantz et al., 2015), both identified that social media policies, outside and in higher education, evolve through three distinct stages based on Boudreaux's (2009) findings: mitigation, information, and differentiation. "Policies focused on mitigation are concerned with risk and protecting the organization, and all tend to look similar, containing recommendations such as to be authentic and to respect copyright" (Pomerantz et al., 2015, p. 3). On the other hand, informational policies begin to develop as organizations learn to leverage social media to communicate their culture, goals, and values. Finally, policies in the differentiation phase deliver "thoughtful guidance that empower employees to differentiate the organization in the market" (Boudreaux, 2009, p. 283). Pomerantz et al. (2015) found that most social media policies at institutions of higher education, based on Carnegie Classification, are in the mitigation phase of evolution, with doctoral universities most likely to have a social media policy. The researchers' concluded that "many policies are remarkably similar, containing advice on the proper 'voice' to use on social media, respect for others, representing the institution, copyright, and other topics that apply equally to any institution of higher education" (p. 15). This means that higher education institutions that have a social media policy could potentially serve as models to other institutions. It is my hope that this analytical framework will provide this study with the lens needed to best understand social media policy approaches and stages and thus social media policy development and content.

Conclusion

This literature review explored social media use, social media policy, and Catholic higher education as it relates to social media policies. Specifically, it examined how faculty use social

media, discussed the state of social media policies, and provided context about Catholic higher education and social media. First, it reviewed the literature on faculty's use of social media and its challenges. This section revealed that regardless of tenure status, career stage, or gender, almost all faculty have heard of social media, with 80 percent having accounts on a social media site (Martínez-Alemán, 2014). It also explained that faculty are hesitant to use social media in the classroom because "faculty have historically valued a relationship with students that could be characterized as 'professional' or formal, and the very essence and objectives of social media (especially social networking) are quite the opposite" (Martínez-Alemán, 2014, p. 16). Then, this review discussed social media use and its impact on universities. This section showed that there is an increased concern from university administrators that faculty are using social media improperly (Garber, 2011; Martínez-Alemán, 2014; Pomerantz et al., 2015). Next, this review transitioned to a discussion on social media policy by outlining social media policies outside and in higher education. Through the lens of social media policies at public universities, three principal values, were discovered: appropriate content standards, positively representing the institution, and ensuring posts comply with the law.(Levy, 2014; Pomerantz et al., 2015; Stoessel, 2016). Fourth, this review examined the literature on Catholic higher education and social media to provide an overview of this study's focus. Lastly, this review explained policy analysis approaches and social media policy evolvement/development stages to offer insight into the contemporary social media policy literature and this study's methodology.

CHAPTER III

METHODOLOGY

The primary focus of this study is to examine to what extent Catholic institutions of higher education have developed social media policies that cover faculty. By leveraging existing studies' methodologies and addressing notable limitations, this study seeks to provide an understanding of the content of social media policies by religious affiliation (Catholic) and by communities for whom social media policies are written (faculty).

This chapter begins by reiterating the research questions and subsidiary questions guiding this study, details the data sources and sample selected, presents the method of analysis, explains the research variables, and explains the quantitative analyses used to address this study's research questions and subsidiary questions.

Research Questions and Subsidiary Questions

This study seeks to examine social media policies at Catholic higher education institutions, with a focus on how such policies cover faculty. Using social media policies as the primary data source for analysis in this study, descriptive statistics were used to address this study's research questions and subsidiary questions:

1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?
    a. How many Catholic institutions have such policies?
    b. How long have such policies been in place?
2. What is the organizational locus of these policies?
    a. What is the location of such policies and how are they accessed?

b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?

3. What is the substantive nature and stage of development of these policies?

a. What do policies require of faculty?

b. What are the consequences faculty face if they violate the policy?

c. How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution?

4. How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?

a. What kinds of institutions are more likely to have policies and which are not?

Data Sources and Sample

This study used data collected from Association of Catholic Colleges and Universities (ACCU), the USCCB, the Institutional Postsecondary Education Data System (IPEDS), and Catholic institutions' websites. The ACCU serves as the collective voice of Catholic higher education in the United States. Its member directory was used to collect data on the number of Catholic institutions and institutions' location and congregational control. The USCCB is the episcopal conference of the Catholic Church in the United States. Its database was used to verify data related to location and website URL. IPEDS is the core postsecondary education data collection program for the National Center of Education Statistics. It collects data from all primary providers of postsecondary education. Its "College Navigator" was used to confirm religious affiliation and collect data on Carnegie Classification, Size and Setting Classification, geographic region, and total full-time tenured faculty. Institutions' websites were used to search and discover accessible, public social media policies.

According to ACCU, USCCB, and IPEDS, there are 260 Catholic institutions of higher education in the United States that report to IPEDS. Of the 260 institutions, 247 are degree-granting. Therefore, this study's initial sample size was 247 institutions. I collected the official website URLs for all 247 institutions. This data collection was conducted over a one-week timeframe using the ACCU's and USCCB's institution databases and a Google search (the most popular search engine in the United States) to control for website upgrades and changes and to maintain search consistency. I created an Excel spreadsheet and collected the following data: institution name, location (city, state), congregational control, Carnegie Classification, Size and Setting Classification, geographic region, total full-time tenured faculty, and official website URL. I discovered official website URLs for all 247 institutions.

I utilized the official website URLs identified to construct Google searches on institutions' official websites for accessible, public institutional social media policies. Although Google has its limitations including promoting its own properties and filling pages with ads, the inconsistency in search tools implemented on different institutions' websites is too great to provide consistent results. Therefore, I used Google to provide consistency across searches. The "search within a site" feature of Google was utilized, making use of these institutions' URLs, to complement keyword searching. Searches followed the following pattern: ("social media" OR "social networking") ("policy" OR "guidelines" OR "handbook"). If an institutional social media policy was discovered within the first page (the measure of "accessible" and "public"), I noted whether an institution had a policy and added the social media policy's URL to the Excel spreadsheet. I conducted this search over a one-week timeframe in summer 2018 to account for any institutions that may be currently in the process of adopting and posting to the web its social media policy. This study's sample size of Catholic higher education institutions with social

media policies was 71. Social media policies served as the primary data source for analysis in this study.

Method of Analysis

Quantitative content analysis was used to examine social media policies at Catholic higher education institutions and how they cover faculty. According to Riffe, Lacy, and Fico (1998), quantitative content analysis is "a research method defined in brief as the systematic assignment of communication content to categories according to rules, and the analysis of relationships involving those categories using statistical methods" (p. 2). Content analysis is one of the most important research techniques in the social sciences because it seeks to understand data not as a collection of physical events but as symbolic phenomena and to approach their analysis subtly. Thus, quantitative content analysis was selected as the method of analysis for the following reasons: First, content analysis is a "research technique for making replicable and valid inferences from texts to the contexts of their use" (Krippendoroff, 2004, p. 18). Since social media policies are written text documents, content analysis was considered suitable for this study. Second, content analysis was a method of choice in previous landmark studies that examined social media policies in and outside of higher education. Next, Krippendorff (2004) argued that content analysis is used to determine what is being communicated and how. Considering the research questions and subsidiary questions of this study, content analysis was considered as a suitable method. Finally, a small amount of research analyzes the content of higher education social media policies themselves (Pomerantz et al., 2015). Stoessel (2016) recommended a thematic analysis of social media policies in order to identify common characteristics and compare how social media policies outline the advantages and challenges of

social media use. This study hopes to fill this research gap by analyzing the content of social media policies.

Variables

A coding form was developed based on the previous landmark study's coding form (Pomerantz et al., 2015) to collect information from the social media policies selected for this study. The coding questions were chosen to assist in the identification of social media policy characteristics that provided insight into how social media policies cover faculty. In Pomerantz et al.'s (2015) study, the coding form was piloted twice and a measure of inter-coder reliability was computed. Since multiple coders were utilized in the landmark study, Krippendorff's (2007) alpha was used to calculate agreement between more than two coders. The alpha's ranged from 0.96 to 0.78. For this study, I piloted the initial coding form on a sample of 10 Catholic higher education social media policies and revised appropriately to provide the study with dependability and to ensure this study's data collection needs were met. I coded all social media policies in this study to minimize coding errors and to maintain consistency.

The coding form designed for this study collected the following descriptive information for each social media policy:

1. Institution name – This was recorded and served as a primary variable for the selection of the social media policy in the sample.
2. Title of document – This was recorded to understand what forms social media policies come in (i.e. policy, guidelines, handbook, etc.)
3. Adoption/revision year – This was recorded to understand how long a policy was in place and to gain insight into Boudreaux's classifications of development/evolvement stages.

4. Word count – This was recorded to understand what forms social media policies come in and the possible content differences between policies.

This study examined how social media policies are applicable to faculty at Catholic institutions of higher education. It is supported by a coding form designed to collect and identify items of descriptive information and variables that were deemed to reflect specific social media policy characteristics that addressed this study's research questions and subsidiary questions.

The rationale for selecting each of this study's variables is presented below followed by the operational criteria for coding them.

Accessible policy

According to Pomerantz et. al. (2015), higher education institutions generally have their policy and handbook documents accessible via the open web. While it is possible that some institutions have social media policies that are inaccessible due to being password-protected or not available via the open web, it is more likely that institutions have accessible social media policies. The operational criterion for coding is:

Accessible policy (yes or no) – I determined if Catholic institutions of higher education had a social media policy by utilizing the official website URLs identified to construct Google searchers on institutions' official websites for accessible, public institutional social media policies. If an institutional social media policy was discovered within the first page (the measure of "accessible" and "public"), it was noted whether an institution had a policy and the social media policy's URL was added to the Excel spreadsheet. I compared the official website domain with the social media domain to ensure a match.

Communities addressed

Pomerantz et. al. (2015) found that most institutional social media policies were written to apply to entire communities. Policies will often address communities by name as well. This study is interested in policies that apply to entire communities inclusive of faculty and/or address faculty specifically. The operational criterion for coding is:

Communities addressed (students; faculty, professors and/or instructors; staff and/or administrators; athletes, coaches and/or others involved with athletics; individuals that use social media as part of their jobs; there's only one policy for everyone; or other) –I determined which communities were addressed in the social media policy.

Location

The majority of faculty members are not aware a social media policy exists at their institution (Stoessel, 2016). The location of a social media policy on an institution's website may provide insight into faculty's lack of awareness and institutions' lack of transparency of such policies. The operational criterion for coding is:

Location (admin, documents, policies, marketing and communications, uploads, or other) – I identified the page location of each social media policy page. Uploads refers to a page on university websites where documents were uploaded.

Page path clicks

Since the majority of faculty members are not sure if a social media policy exists at their institution (Stoessel, 2016), it is important to understand how faculty are expected to access a social media policy to gain insight into lack of awareness. The operational criterion for coding is:

Page path clicks (1, 2, 3, 4, 5, 6, or 7) –I examined the social media policy URL to understand how the social media policy is accessed via the amount of page path clicks to access the social media policy from the home page.

Campus office

Stoessel (2016) discovered that faculty members desired to be part of the social media policymaking process and implantation. Within this study, this variable sought to determine what campus offices were involved with the development, dissemination, and compliance enforcement of the policy to gain insight into faculty's role, if any. The operational criterion for coding is:

Campus office (communications, marketing and communications, or other) –I reviewed the social media policy documents for references to campus offices involved with the development, dissemination, and compliance enforcement of the policy.

Web services addressed

Facebook and Twitter were found to be the most frequently mentioned web services addressed in social media policies and the ones most regularly used by faculty (Pomerantz et. al., 2015). Given the rapid growth of social media, this study will also look at other web services addressed including blogs, Wikipedia, Flickr, Pinterest, Foursquare, Snapchat, Instagram, Tumblr, iTunes, iTunesU, Vimeo, YouTube, and LinkedIn. The operational criterion for coding is:

Web services addressed (Facebook, Flickr, Google+, Instagram, LinkedIn, Pinterest, Snapchat, Tumblr, Twitter, Vimeo, Wikipedia, YouTube and/or Other) –I identified the web services addressed in the social media policy.

Catholic mission

Given this study's focus on Catholic higher education institutions, this variable was included to examine similarities and differences between policies. The operational criterion for coding is:

Catholic mission (yes or no) –I examined the social media policy for references of Catholic Tradition, mission, or identify.

Appropriateness of posts

While many topics are addressed in social media policies, appropriateness of posts is one of three categories mentioned the most (Pomerantz et. al., 2015). This variable allowed me to understand the content of social media policies, specifically, appropriate content, posting personal information about oneself, posting personal information about others, communication with co-workers, communication with members of the community, inappropriate behavior, conflict, accurate information, appropriate tone, and writing style. The operational criterion for coding is:

Appropriateness of posts (yes or no) –I examined the social media policy for references to appropriate content, posting personal information about oneself, posting personal information about others, communication with co-workers, communication with members of the community, inappropriate behavior, conflict, accurate information, appropriate tone, and writing style.

Representing the institution

Many topics are addressed in social media policies, but representing the institution is two of three categories mentioned most frequently (Pomerantz et. al., 2015). This variable assisted the me in understanding topics such as representing the institution, posting on behalf of the institution, posting about events, use of trademarks, sharing information about the workplace,

contact with the media, and contact with government agencies. The operational criterion for coding is:

Representing the institution (yes or no) –I determined if the social media policy contained any references to representing the institution, posting on behalf of the institution, posting about events, use of trademarks, sharing information about the workplace, contact with the media, and contact with government agencies.

Ensuring that posts comply with the law

Even with many topics addressed in social media policies, ensuring that posts comply with the law is three of three categories mentioned most often (Pomerantz et. al., 2015). This variable provided insight into references on complying with the law, what is legal or is not legal to post, permission, copyright, confidential information, and consequences for violating the policy. The operational criterion for coding is:

Ensuring that posts comply with the law (yes or no) – I examined the social media policies for references to complying with the law, what is legal or is not legal to post, permission, copyright, confidential information, and consequences for violating the policy.

Consequence

According to the American Association of University Professors, any type of policy or restriction imposed on faculty use of social media must clearly identify actions that are deemed inappropriate and provide practicable ways for faculty to undergo review if suspension/termination is required (Stoessel, 2016). Thus, an essential component of understanding the content of social media policies and creating faculty buy-in is understanding potential consequences faculty may face. Consequences or lack thereof may also inform the

development of new policies and revision of current policies. The operational criterion for coding is:

Consequence (disciplinary action, removal of content, reported to supervisor, or other) – I examined the social media policies for references to consequences.

Development/evolvement stages

This study attempts to apply Boudreaux (2009)'s development/evolvement stages of social media policy. In this regard the three stages of mitigation, information, and differentiation serve as a lens of reference from which to understand the development of policies. This variable operationalized the theoretical framework that steered this study. The operational criterion for coding is:

Evolvement/development stages – Although only a couple of studies have analyzed the content of social media policies themselves (Boudreaux, 2009; Pomerantz et al., 2015), both identified that social media policies, outside and in higher education, evolve through three distinct stages based on Boudreaux's (2009) findings: mitigation, information, and differentiation. Policies in the mitigation stage will contain "recommendations such as to be authentic and to respect copyright" (Pomerantz et al., 2015, p. 3). Informational policies will link to other relevant organizational policies and provide insight into the personal data collected. Lastly, differentiation policies will encourage employees to leverage social media to allow the institution to stand out.

Congregation

Information was gathered from the ACCU database that identified the congregational control of each Catholic higher education institution. This variable was designed to determine

how the presence, organization, and content of social media policies may differ by congregational control. The operational criterion for coding is:

Congregation –I determined the congregational affiliation of Catholic higher education institutions by using the ACCU's database. Congregations included Benedictine, Diocesan, Dominican, Franciscan, Holy Cross, Independent, Jesuit, Mercy, Sisters of Charity, Sisters of Notre Dame de Namur, and other.

Carnegie Classification

Pomerantz et. al. (2015) discovered that doctorate-granting institutions are most likely to have a social media policy. Using IPEDS, this variable was included to understand how Carnegie Classification may impact social media policy development and content at Catholic higher education institutions. The operational criterion for coding is:

Carnegie Classification – The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970, which divides institutions into seven categories, each of which has several subcategories, except for Tribal Colleges, which has no subcategories. For this study, I examined institutions in each top-level category including Doctoral Universities, Master's College and Universities, Baccalaureate Colleges, Baccalaureate/Associate's Colleges, Associate's College, Special Focus Institutions. There are no tribal Catholic colleges.

Size and Setting Classification

In their landmark study, Pomerantz et. al (2015) found that residential institutions are more likely than non-residential institutions to have social media policies, a far greater percentage of four-institutions have social media policies than two-year institutions, and large institutions are more likely than any other size to have social media policies. Thus, IPEDS' Size

and Setting Classification was included in this study to discover similarities and differences when considering religious affiliation (Catholic) too. The operational criterion for coding is:

The Carnegie Classifications Data File contains a variable, Size and Setting Classification, which combines three factors: whether an institution is 4-year or 2-year, whether an institution is residential or non-residential, and the size of the institution. Institution sizes include Very small (fewer than 500 students for 2-year institutions / fewer than 1,000 students for 4-year institutions), Small (500–1,999 students for 2-year institutions / 1,000–2,999 students for 4-year institutions), Medium (2,000–4,999 / 3,000–9,999), Large (5,000–9,999 / 10,000 or more for 4-year institutions), and Very large (10,000 or more for 2-year institutions). The Size and Setting Classification variable combines these factors for a total of 21 subcategories, but for this study, these three factors were split out.

Geographic region

Although Pomerantz et. al (2015) found no notable differences by geographic region in their study, this study includes the IPEDS variable to examine its significance in connection with religious affiliation (Catholic). The operational criterion for coding is:

Geographic region –I examined IPEDS for geographic region data of each Catholic institution. Regions included New England, Mideast, Great Lakes, Plains, Southeast, Southwest, Rocky Mountains, Far West, and outlying areas.

Total full-time tenured faculty

This study focuses on how social media policies at Catholic higher education institutions cover faculty. Therefore, this IPEDS variable was included to understand how the number of faculty may impact the communities the policy is written for. The operational criterion for coding is:

Total Full-time tenured faculty – Given this study's focus on faculty, I identified the total full-time tenured faculty in IPEDS of each Catholic institution. Total full-time tenured faculty categories include 1-100, 101-200, 201-300, 301-400, and 401+.

Data Analysis

Data was first analyzed using descriptive statistics. A content analysis was performed on 71 social media policies and quantitative data was collected. The data was analyzed utilizing percentages and summary statistics. As a descriptive study the use of percentages and summary statistics is used to provide the appropriate frame to examine and compare the data that was collected. Percentage and summary statistics were also utilized to determine differences among congregational control and other organizational characteristics. Table 1 details the approach that was used for data analysis for each of the research questions and subsidiary questions.

Table 1. Data analysis plan.

Research Question	Subsidiary Questions	Variable	Analysis Plan
1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?	a. How many Catholic institutions have such policies? b. How long have such policies been in place?	a. Accessible policy; communities addressed b. Adoption year	a. Percentage and summary statistics b. Percentage and summary statistics
2. What is the organizational locus of these policies?	a. What is the location of such policies and how are they accessed? b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?	a. Location; page path clicks b. Campus offices	a. Percentage and summary statistics b. Percentage

3. What is the substantive nature and stage of development of these policies?	a. What do policies require of faculty?	a. Web services addressed; Appropriateness of posts; Representing the institution; Ensuring that posts comply with the law	a. Percentage and examples
	b. What are the consequences faculty face if they violate the policy?	b. Consequence	b. Percentage and examples
	c. How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution ?	c. Adoption year; Ensuring that posts comply with the law	c. Percentage and summary statistics
4. How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?	a. What kinds of institutions are more likely to have policies and which are not?	a. All variables	a. Percentage and summary statistics

Limitations

This study has several limitations from data and methodological perspectives that merit discussion. Although this study used data collected from several sources to obtain and verify variables, missing data occurred. I used pairwise deletion to maximize all data available. My analysis revealed that only 27.5 percent of Catholic higher education institutions have a social media policy that covers faculty. It is probable that this is an underestimate and that other

policies that are not accessible (i.e. password-protected) exist. With that said, the author considers that unlikely as higher education institutions typically have their policy documents accessible online. Content analysis as a methodology also has its limitations. The initial coding of documents is crucial in establishing the categories analyzed. If a researcher ignores the context that words are used in or has bias, coding can be inaccurate and findings thus invalid. To minimize errors, I adapted a previously tested questionnaire and piloted the coding questionnaire on 10 social media policies at Catholic higher education institutions in order to make appropriate adjustments. Finally, given the rapidly changing landscape of social media this study is likely to become dated in the coming years. In fact, since the completion of data collection and prior to publication of this study, I searched for social media policies at Jesuit institutions, which are most likely to have a policy, and one additional social media policy was adopted.

Summary

This study used content analysis as the methodology for the examination and coding of 71 social media policies. A coding form was developed to capture a range of social media policy characteristics and variables. This chapter reiterated the research questions and subsidiary questions guiding this study, detailed the date source and sample selected, presented the method of analysis, explained the research variables, and detailed the quantitative analyses used to address this study's research questions and subsidiary questions. Chapter IV will report and discuss the findings.

CHAPTER IV

RESULTS

The results presented in this chapter are arranged into four sections that parallel this study's research questions and subsidiary questions. The chapter begins with a description of this study's sample and focuses on identifying to what extent Catholic institutions of higher education have adopted social media policies that cover faculty. The second section discusses the organizational locus of social media policies that cover faculty. The third section uses the study's full sample of social media policies that cover faculty to report on the substantive nature and stage of development of these policies. The last section continues the exploration of the study's sample, but specifically examines how the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics.

Research Questions and Subsidiary Questions

To reiterate, this study seeks to examine social media policies at Catholic higher education institutions, with a focus on how such policies cover faculty. Using social media policies as the primary data source for analysis in this study, descriptive statistics sought to address the following research questions and subsidiary questions:

1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?
    a. How many Catholic institutions have such policies?
    b. How long have such policies been in place?
2. What is the organizational locus of these policies?
    a. What is the location of such policies and how are they accessed?

b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?

3. What is the substantive nature and stage of development of these policies?

a. What do policies require of faculty?

b. What are the consequences faculty face if they violate the policy?

c. How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution?

4. How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?

a. What kinds of institutions are more likely to have policies and which are not?

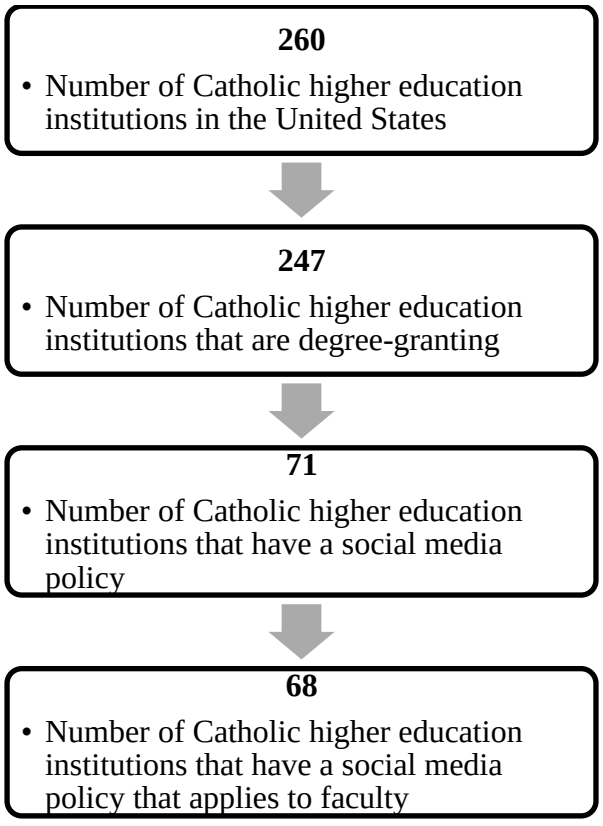
Data Sources and Sample

This study used data collected from ACCU, USCCB, IPEDS, and Catholic institutions' websites. The ACCU and USCCB were used to verify data related to location and website URLs. IPEDS' "College Navigator" was used to confirm religions affiliation and collect data on Carnegie Classification, Size and Setting Classification, geographic region, and total full-time tenured faculty. Table A-1 (see appendix) demonstrates population and sample characteristics for all 247 degree-granting Catholic higher education institutions inclusive of the 68 institutions with social media policies that cover faculty. Finally, institutions' websites were used to search and discover accessible, public social media policies.

Figure 1 illustrates how this study's sample size was selected. According to ACCU, USCCB, and IPEDS, there are 260 Catholic institutions of higher education in the United States that report to IPEDS. Of the 260 institutions, 247 are degree-granting. Therefore, this study's initial sample size was 247 institutions. I collected the official website URLs for all 247

institutions. Then, I utilized the official website URLs identified to construct Google searchers on institutions' official websites for accessible, public institutional social media policies. This study's initial sample size of Catholic institutions with social media policies was 71. To finalize this study's sample, content analysis was conducted on all 71 social media policies to determine how many Catholic institutions of higher learning developed social media policies *that cover* faculty. This study's final sample size was 68.

Figure 1. Sample size selection. Figures adapted from U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2016, College Navigator. Retrieved from https://nces.ed.gov/collegenavigator/.



Catholic Institutions with Social Media Policies

1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?

a. *How many Catholic institutions have such policies?*

b. *How long have such policies been in place?*

As presented in Chapter III, to address research question one, a four step process was used. First, according to ACCU, USCCB, and IPEDS, there are 260 Catholic institutions of higher education in the United States that report to IPEDS. Of the 260 institutions, 247 are degree-granting. Therefore, this study's initial sample size was 247 institutions. I collected the official website URLs for all 247 institutions. Then, I I utilized the official website URLs identified to construct Google searchers on institutions' official websites for accessible, public institutional social media policies. This study's sample size of Catholic institutions with social media policies was 71. To finalize this study's sample, content analysis was conducted on all 71 social media policies to determine how many Catholic institutions of higher learning developed social media policies that cover faculty. This study's final sample size was 68 (27.5 percent of Catholic institutions of higher learning have social media policies that cover faculty).

Table 2 and 3 and Figure 1 include summary statistics for this study's descriptive information. Some social media policies provided the date of policy adoption or revision. Table 2 demonstrates summary statistics for the year social media policies were adopted or revised. The majority of social media policies were adopted or revised in 2014, with some policies developed as early as 2009 and as late as 2018. The majority of the policies did not state a revision or adoption date. To address the missing data, Wayback Machine, an Internet archive, was utilized. In some cases the adoption year was discovered and included and in other cases no data was found.

Table 2. Year social media policies were adopted summary statistics.

Mean	Std. Dev.	Max.	Min.	N
2014	2.50	2018	2009	51

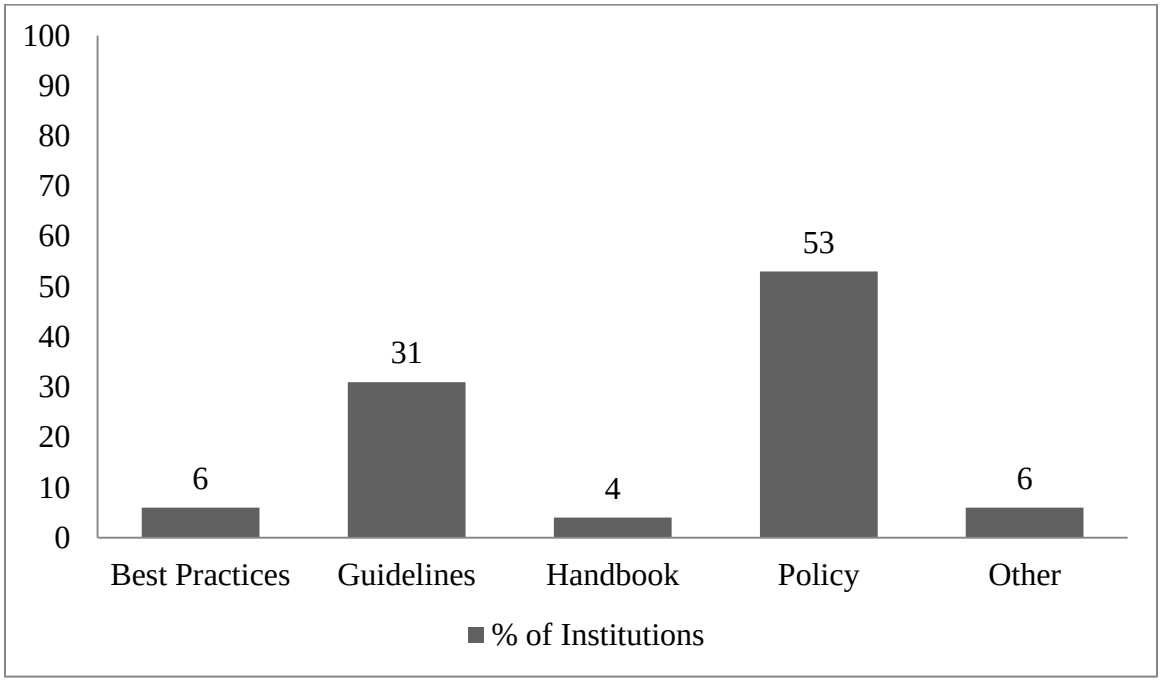
Table 3 demonstrates the word count of social media policy documents. The average social media policy is close to 1,500 words, with some policies as long as 7,923 words and as short as 130 words.

Table 3. Word count of social media policies summary statistics.

Mean	Std. Dev.	Max.	Min.	N
1,487	1,219	7,923	130	68

Social media policies are sometimes titled differently. Figure 2 shows the document titles of social media policies. 53 percent of documents are called policies, with other documents titled names such as best practices, guidelines, and handbook.

Figure 2. Document titles of social media policies.



Organizational Locus of Social Media Policies

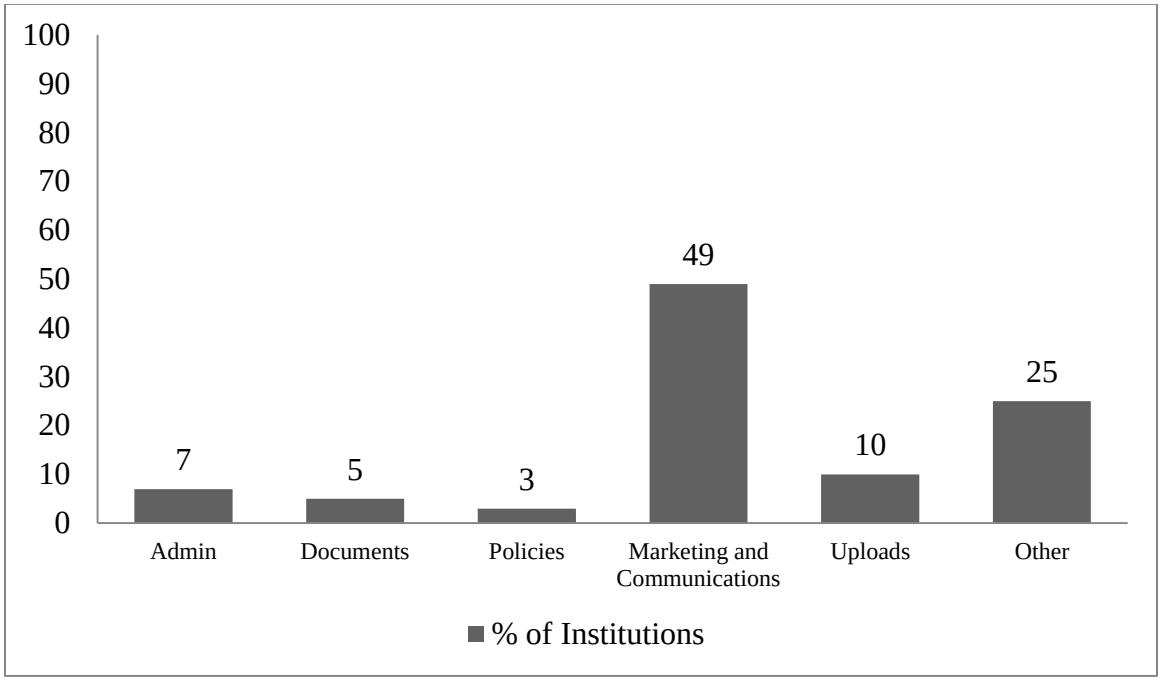
2. What is the organizational locus of these policies?

a. What is the location of such policies and how are they accessed?

b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?

Social media policy documents are located in several different areas of institution's websites. Figure 3 shows the locations of social media policies on institution's websites. 49 percent of social media policies are located on institutions' Marketing and Communications pages, with the Other category consisting of locations below 10 percent such as Information Technology, Human Resources, and Public Relations.

Figure 3. Locations of social media policies.



Related to social media policy location, is the number of page path clicks it takes to access a social media policy document on an institution's website from the homepage. Table 4 demonstrates summary statistics of the number of page path clicks necessary to access a social media policy. The average social media policy takes at least three clicks to access, with some policies taking as little as one click and as many as seven clicks.

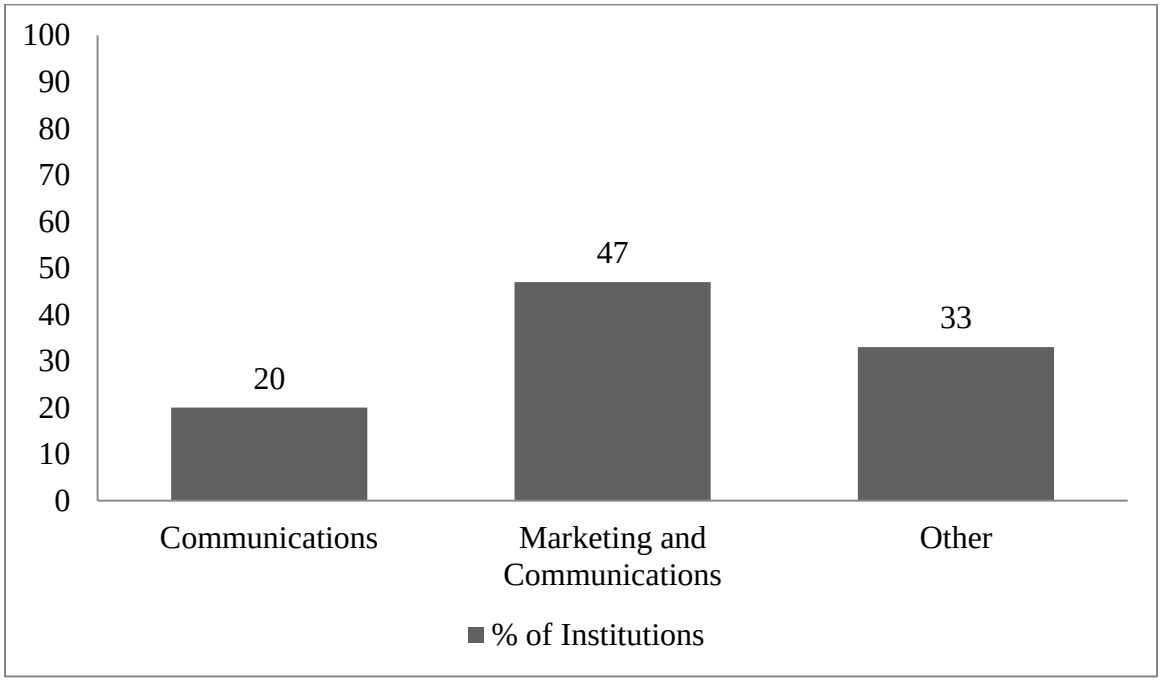
Table 4. Page path clicks to social media policies summary statistics.

Mean	**Std. Dev.**	**Max.**	**Min.**	**N**
3.28	1.09	7	1	68

Some social media policy documents referred to campus offices involved with the development, dissemination, and compliance enforcement of such policies. Figure 4 illustrates the campus offices addressed in social media policies, with 47 percent of policies referring to

Marketing and Communications departments. The Other category included campus offices below 10 percent, including Information Technology, Human Resources, and Public Relations.

Figure 4. Campus offices addressed in social media policies.



Content Analysis of Social Media Policies

3. *What is the substantive nature and stage of development of these policies?*

    a. *What do policies require of faculty?*

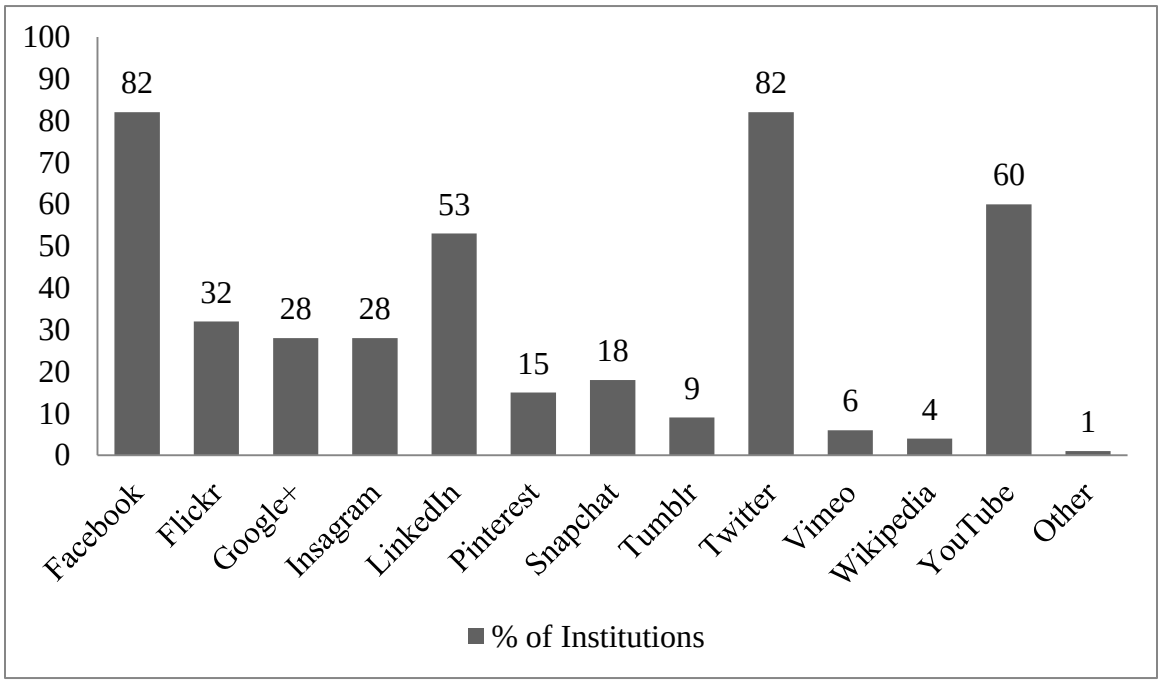
    b. *What are the consequences faculty face if they violate the policy?*

    c. *How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution?*

As discussed above, content analysis was performed on the social media policy documents, to identify the substantive nature and stage of development of these documents. Figure 5 illustrates the web services addressed by name in social media policy documents.

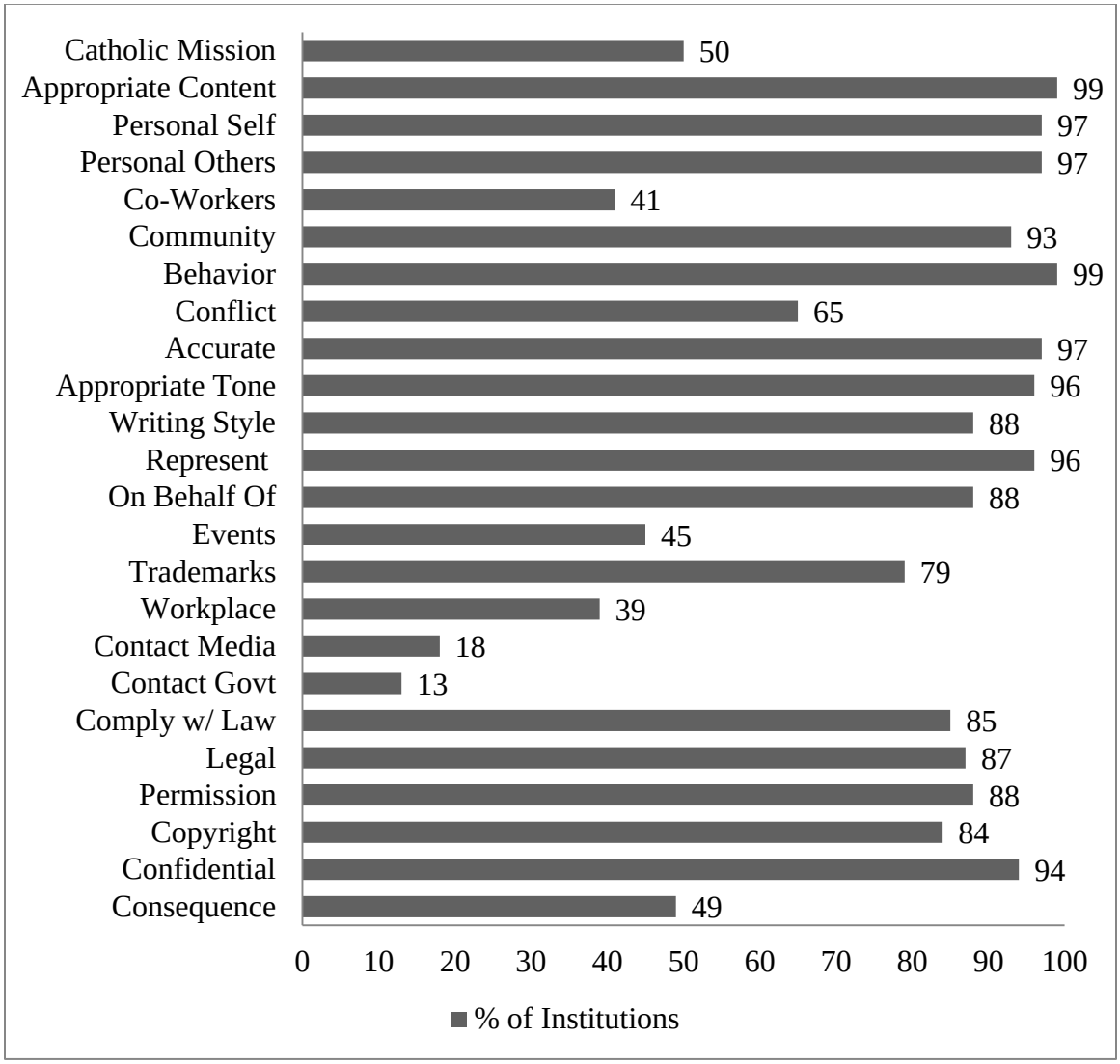
Facebook and Twitter are nearly universal, with both mentioned in 82 percent of social media policies. The percentages in Figure 5 do not sum 100 percent because a single policy document may mention multiple web services by name.

Figure 5. Web services addressed in social media policies.



Based on the previous landmark study's (Pomerantz et al., 2015) content analysis questionnaire, this study's researcher adapted the questionnaire to identify topics addressed in social media policies. Figure 6 displays the percentage of institutions that referenced the named topics. Catholic higher education institutions were most likely to discuss appropriateness of posts in social media policies, with almost all policies discussing appropriate content standards, behavior, posting information about oneself and others, and posting accurate information. This provides insight into what policies require of faculty. The percentages in Figure 6 do not sum 100 percent because a single policy document may mention multiple topics.

Figure 6. Topics addressed in social media policies.



Several topics were addressed in social media policies, but these topics can be grouped together into three categories: appropriateness of posts (e.g. appropriate content, posting about oneself, posting about other, etc.), representing the institution (e.g. Catholic mission, representing, posting on behalf of, etc.), and ensuring that posts comply with the law (e.g. legal, permission, copyright, etc). Table 5 illustrates some excerpt examples of social media policy documents in each category and subcategory.

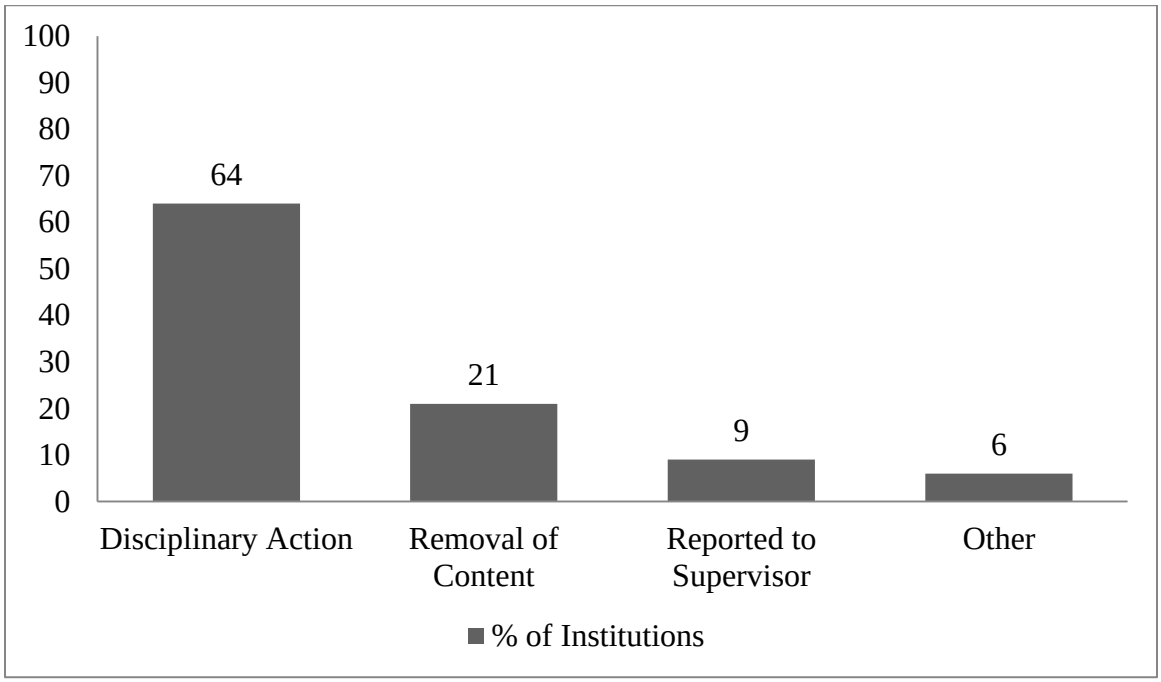
Table 5. Example social media policies in various categories.

Appropriateness of Posts	Representing the institution	Ensuring that posts comply with the law
Appropriate Content: "Before jumping in to social media for your department, program or office, spend time determining what you want to accomplish. Understanding this will help you choose the appropriate tool or tools, create relevant content and understand what is the best way to reach your target audience."	Catholic Mission: "Dominican University is proud of its heritage as a Catholic Dominican institution. Sharing Catholic themed content is acceptable. However, Dominican is also committed to fostering an atmosphere of religious tolerance and cooperation. Thus, when posting religiously themed content, refrain from engaging in any communication that may be interpreted as proselytizing or disparaging of any other religion. Respectfully acknowledging the traditions of other religions consistent with the spirit of our mission is acceptable as well."	Comply w/ Law: "All legal privacy laws and policies regarding student records must be followed without exception."
Personal Self: "All content generated on The College of Saint Rose social media sites is public; therefore, we ask that you consider your own privacy at all times before posting and/or commenting."	Represent: "Profile pictures and cover photos are extensions of your overall presence. It is important you give accounts a consistent, recognizable look and feel. This look should also be consistent with the overall marketing and branding standards for the University."	Legal: "Posts must not violate laws that govern use of copyrights, trade secrets, etc."
Personal Others: "You should not post documents containing sensitive or confidential financial, medical, educational or other personal information of any person without that person's express, prior consent."	On Behalf Of: "On personal sites, identify your views as your own. If you identify yourself as a College of Mount Saint Vincent employee online, it should be clear that the views expressed are not necessarily those of the institution."	Permission: "When in doubt, one should request permission from the publisher, content creator, or owner of the materials."
Co-Workers: "An employee shall not post on any social media website application, or medium any material that is potentially or actually defamatory, abusive, threatens violence, unlawfully harassing or discriminatory, invasive of privacy, or commercially injurious to the University or any employee, potential employee, customer, or vendor."	Events: "If you posted an event and it gets cancelled, do not delete the previous posts."	Copyright: "When posting, be mindful of the copyright and intellectual property rights of others and of the University."
Community: "College employees are expected to adhere to the same standards of conduct online as they would in the workplace. Laws and	Trademarks: "Official University accounts must appropriately use the Franciscan University of Steubenville official logos, fonts,	Confidential: "Do not post confidential or proprietary information about College of Mount Saint Vincent, students,

policies respecting contracting and conflict of interest, as well as applicable policies and guidelines for interacting with students, parents, alumni, donors, media and all other College constituents apply online and in the social media context just as they do in personal interactions. Employees are fully responsible for what they post to social media sites."	and colors."	or alumni."
Behavior: "Franciscan University reserves the right to remove comments that are abusive, profane, violent, vulgar, obscene, spam, that advocate illegal activity, contain name calling, are off-topic or duplicate, or that libel, incite, or threaten."	Workplace: "The University encourages employees to resolve workplace grievances internally and to refrain from posting comments and materials on Social Media that could be viewed as malicious, obscene, threatening, intimidating or that could create a hostile environment on the basis of race, sex, disability, religion or any other status protected by law if they choose to address their grievance using Social Media."	Consequence: "Violation of the institutional social media policies risks disciplinary action or termination of employment."
Conflict: "Do not engage in arguments or extensive debates with naysayers on your site."	Contact Media: "The same laws, professional expectations, and guidelines for interacting with media apply online as in the real world."	
Accurate: "Don't guess or speculate about the answer to a University-related question or share information related to BC from non-verified sources; if it is inaccurate, you risk starting or giving credence to a rumor."	Contact Govt: "Be aware of and follow Federal Trade Commission (FTC) and Federal Communications Commission (FCC) rules regarding information sharing, copyright and usage."	
Appropriate Tone: "Posts on social media sites on behalf of the College should protect the College's institutional voice by remaining professional in tone."		
Writing Style: "Whenever possible, your social media posts should be briefly informative and redirect followers to relevant, more detailed content within Villanova's main website or microsites."		

49 percent of social media policy documents list consequences for violating such policies. Figure 7 demonstrates consequences addressed in social media policies. Social media policy documents are most likely to list disciplinary action as a consequence. This includes suspension or termination of employment. The Other category included consequences addressed below 10 percent, such as being evaluated on a case-by-case basis.

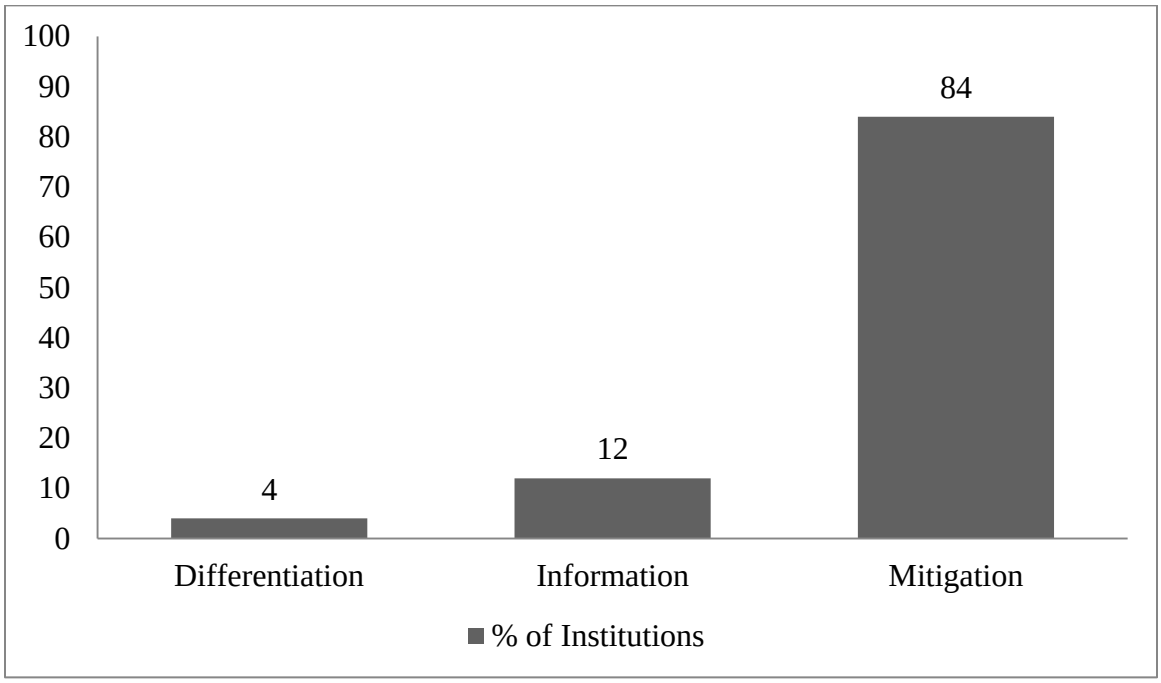
Figure 7. Consequences addressed in social media policies.



According to Boudreaux's (2009) findings, social media policies evolve through three distinct stages: mitigation, information, and differentiation. Policies in the mitigation stage will contain "recommendations such as to be authentic and to respect copyright" (Pomerantz et al., 2015, p. 3). Informational policies will link to other relevant organizational policies and provide insight into the personal data collected. Lastly, differentiation policies will encourage employees to leverage social media to allow the institution to stand out. Figure 8 demonstrates the

percentage of institutions by Boudreaux's classifications. Almost all social media policies are in the mitigation stage as evident by references to copyright in social media policy documents and the average existence of a policy as five years.

Figure 8. Percentage of institutions by Boudreaux's classifications.



Differences between Social Media Policies

4. *How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?*

    a. *What kinds of institutions are more likely to have policies and which are not?*

Catholic higher education institutions are sponsored by more than 40 congregations. Figure 9 demonstrations the percentage of institutions with and without social media policies by congregational control. Jesuit (60 percent), Diocesan (50 percent), and Sisters of Notre Dame de Namur (50 percent) are most likely to have social media policies that cover faculty. The Other

category includes congregations at less than 10 percent, such as Sisters of Notre Dame de Namur and Lasallian. The Other category is also mostly likely to not have a social media policy.

Figure 9. Percentage of institutions with and without social media policies by congregational control.

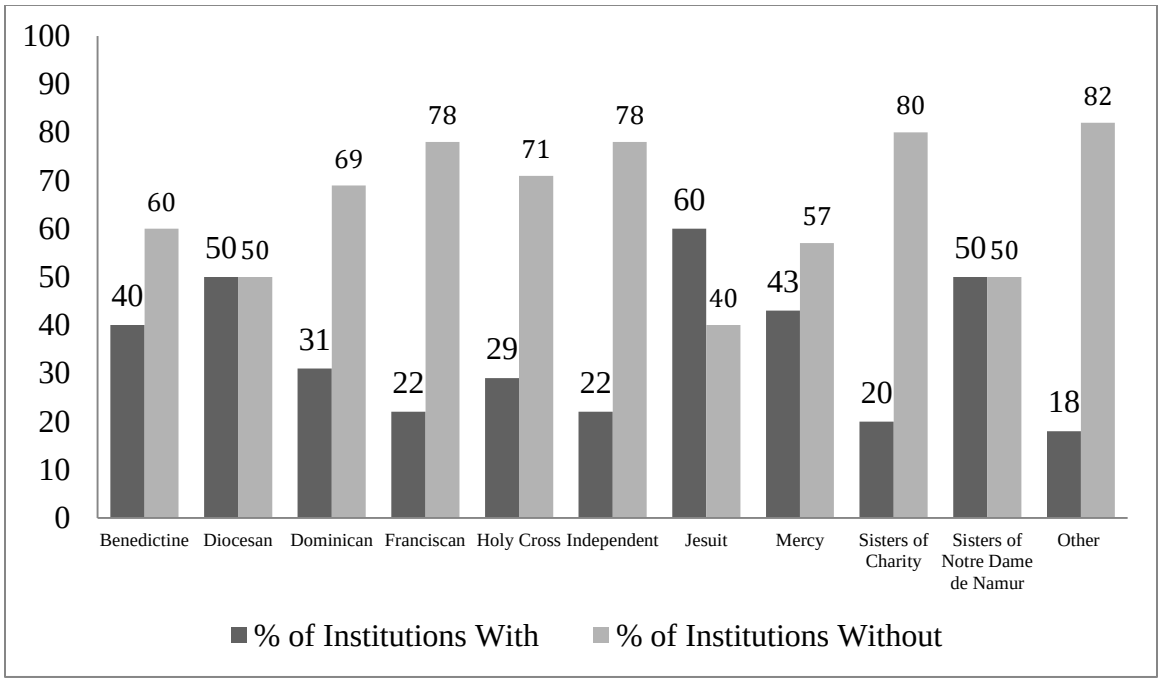
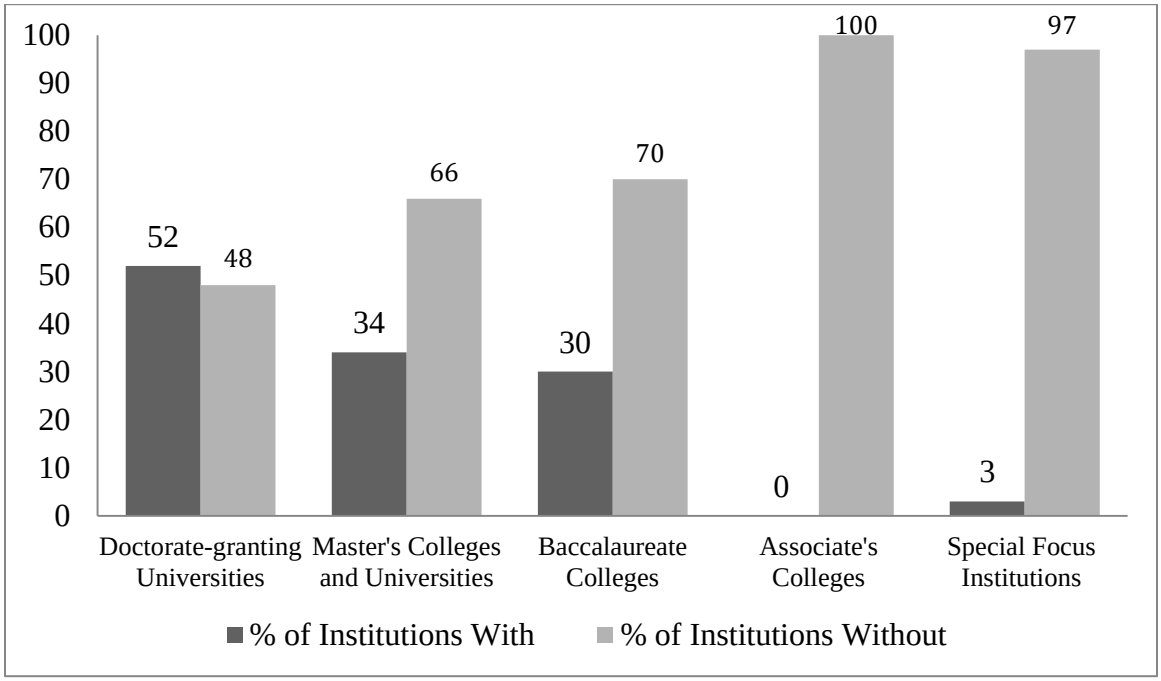


Figure 10 demonstrates the percentage of institutions with and without social media policies by Carnegie Classification. Doctorate-granting universities are more likely than any other type to have a social media policy. This aligns with previous research (Pomerantz et al., 2015).

Figure 10. Percentage of institutions with and without social media policies by Carnegie Classification variable.



The Carnegie Classifications Data File contains the Size and Setting Classification variable, which combines three factors: whether an institution is 4-year or 2-year, whether an institution is residential or non-residential, and the size of the institution. Institution sizes include Very small (fewer than 500 students for 2-year institutions / fewer than 1,000 students for 4-year institutions), Small (500–1,999 students for 2-year institutions / 1,000–2,999 students for 4-year institutions), Medium (2,000–4,999 / 3,000–9,999), Large (5,000–9,999 / 10,000 or more for 4-year institutions), and Very large (10,000 or more for 2-year institutions).

Figure 11 shows the percentage of all institutions with and without social media policies by the three factors of the Carnegie Size and Setting variable. Four-year institutions compose the largest percentage of institutions that have a social media policy. Likewise, residential institutions make up the largest percentage of institutions that have a social media policy. Of course there is a strong correlation between institutional year and residential status. In other

words, associate degrees are a two-year degree, which is typically a community college rather than Catholic college offering. Catholic colleges and universities are also typically medium or large in size so it is not surprising that these size groups are also most likely to have a social media policy.

Figure 11. Percentage of institutions with and without social media policies by Carnegie Size and Setting variable.

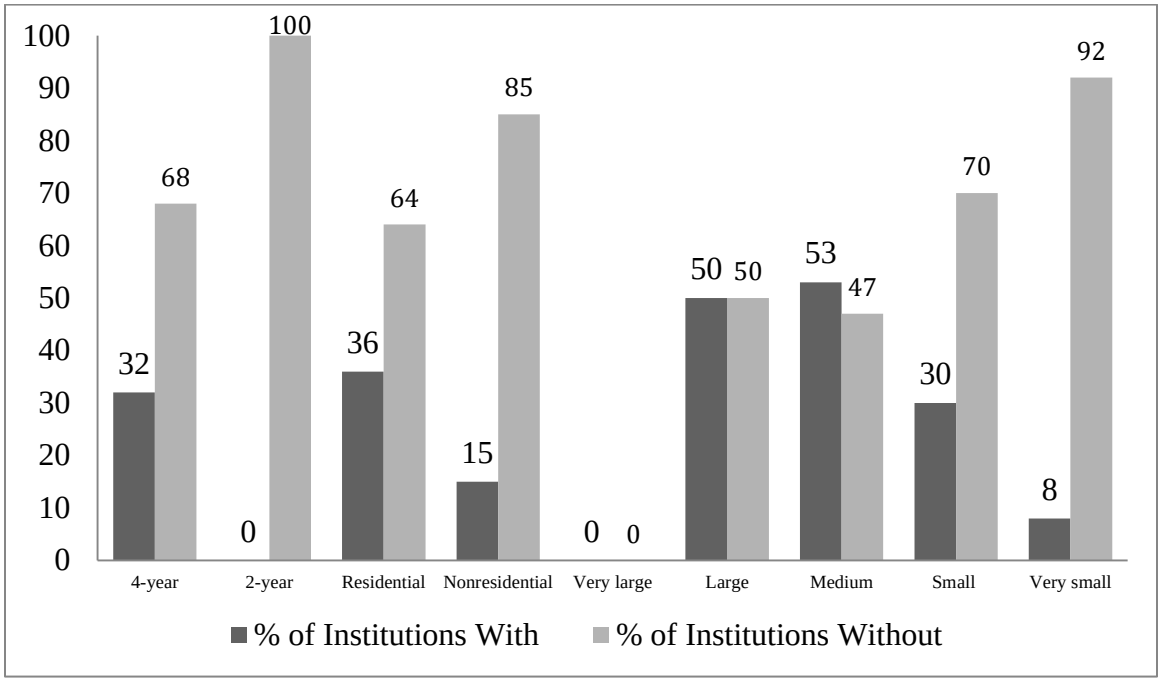
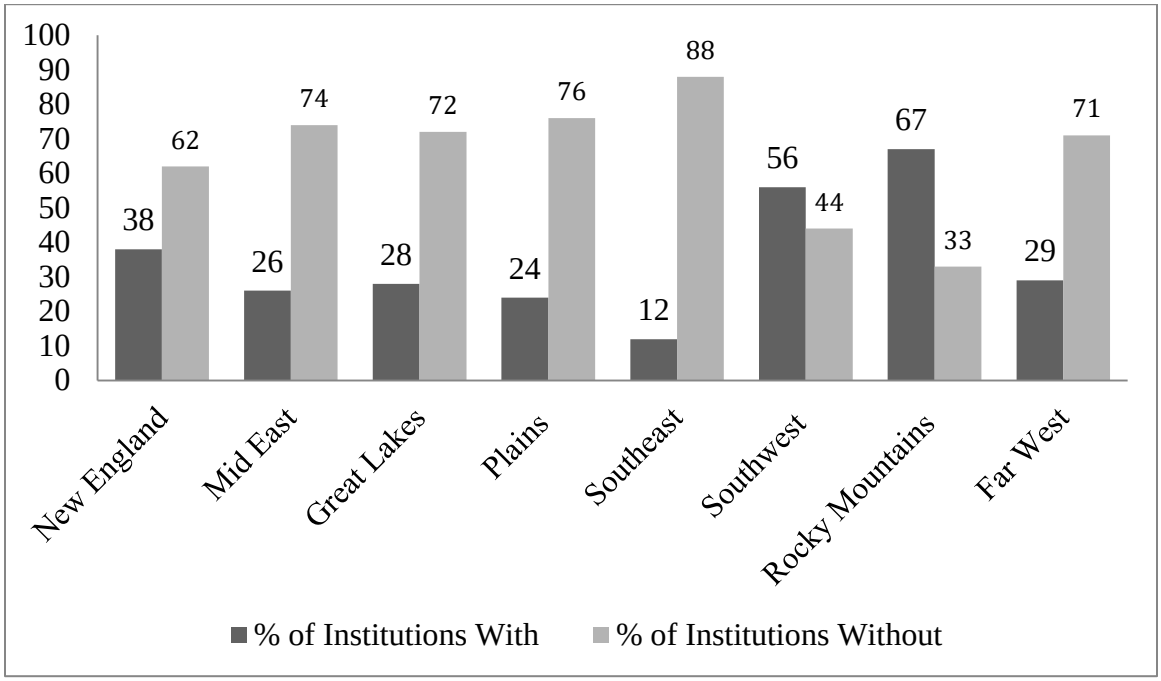


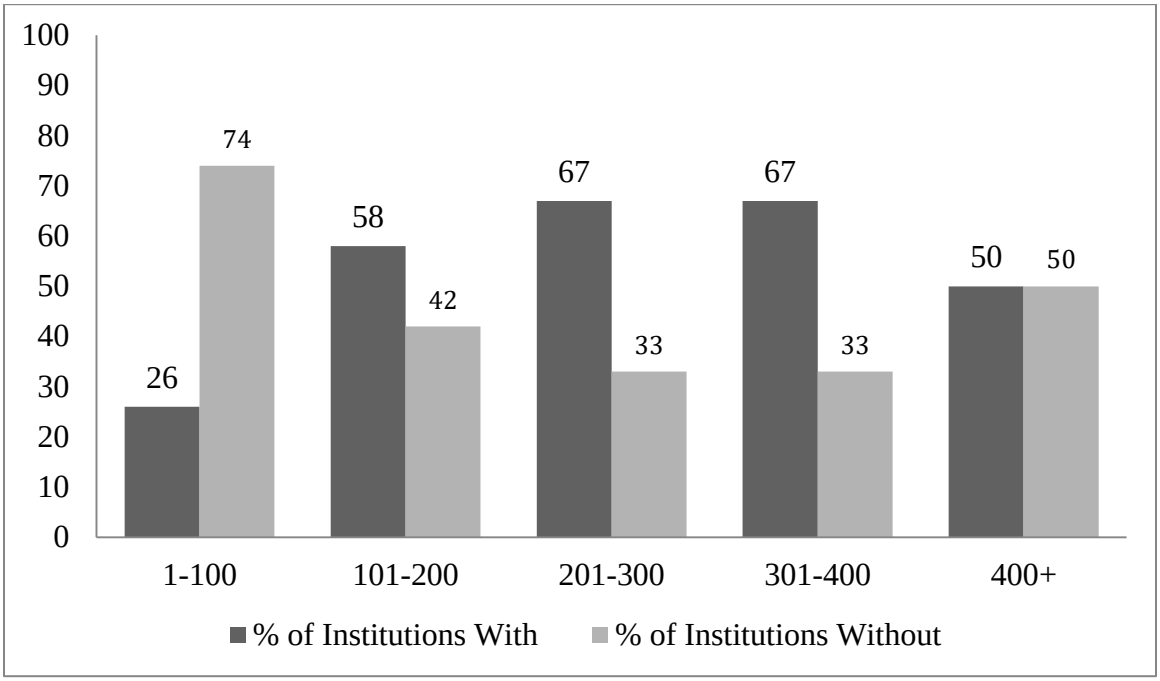
Figure 12 presents the percentage of institutions with and without social media policies by Geographic region. Catholic colleges and universities in the Southwest make up the largest percentage of institutions that have a social media policy. This is surprising as the majority of Catholic institutions are in the Mideast.

Figure 12. Percentage of institutions with and without social media policies by Geographic setting variable.



Given this study's focus on faculty, total full-time tenured faculty was included as a variable in this study. Figure 13 shows the percentage of institutions with and without social media policies by total full-time tenured faculty. Institutions with 201-300 and 301-400 full-time tenured faculty were most likely to have a social media policy. This seems plausible as institutions with a greater number of faculty would recognize the necessity for a social media policy.

Figure 13. Percentage of institutions with and without social media policies by total full-time tenured faculty variable.



Summary

This chapter was arranged into four sections that paralleled this study's research questions and subsidiary questions. The chapter began with a description of this study's sample and focused on identifying to what extent Catholic institutions of higher education have adopted social media policies that cover faculty. The second section discussed the organizational locus of social media policies that cover faculty. The third section used the study's full sample of social media policies that cover faculty to report on the substantive nature and stage of development of these policies. The last section continued the exploration of the study's sample, but specifically examines how the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics. Chapter V will conclude this study with a discussion of this study's findings, limitations, implications, and potential avenues for future research.

CHAPTER V

DISCUSSION

Summary of Study

Over the past five years, social media policy research has surfaced as an area of interest for both social media research and policy agendas. Previous social media activity and policy research focused on students, student-athletes, the state of policies in higher education by Carnegie Classification, and free speech rights (Garber, 2011; Levy, 2014; Penrose, 2014; Pomerantz, Hank, & Sugimoto, 2015; Sanderson et al, 2015). Little research has been conducted about social media policy questions at Catholic higher education institutions, which can be more complex due to their religious nature, governance, and congregational pressures. Further, a small amount of previous research analyzes the content of social media policies themselves or focuses on how social media policies cover faculty. This study sought to fill this gap in the literature by investigating the adoption of social media policies at Catholic institutions of higher education and how they cover faculty.

The primary focus of this study was to examine to what extent Catholic institutions of higher education have established social media policies that are applicable to faculty. The research questions and subsidiary questions that guided this study include:

1. To what extent have Catholic institutions of higher education developed social media policies that cover faculty?
    a. How many Catholic institutions have such policies?
    b. How long have such policies been in place?
2. What is the organizational locus of these policies?
    a. What is the location of such policies and how are they accessed?

b. What campus offices are involved with the development, dissemination, and compliance enforcement of such policies?

3. What is the substantive nature and stage of development of these policies?

a. What do policies require of faculty?

b. What are the consequences faculty face if they violate the policy?

c. How are such policies distributed across Boudreaux's classifications of the stages of policy development/evolution?

4. How do the presence, organization, and content of social media policies differ by congregational control and other organizational characteristics?

a. What kinds of institutions are more likely to have policies and which are not?

This study used data collected from ACCU, USCCB, IPEDS, and Catholic institutions' websites. The ACCU and USCCB were used to verify data related to location and website URLs. IPEDS' "College Navigator" was used to confirm religions affiliation and collect data on Carnegie Classification, Size and Setting Classification, geographic region, and total full-time tenured faculty. Finally, institutions' websites were used to search and discover accessible, public social media policies.

Chapter III detailed why this study's methodology was selected and how data was analyzed using descriptive statistics. Considering the research questions and subsidiary questions of this study, content analysis was considered as a suitable method. Further, a small amount of research analyzes the content of higher education social media policies themselves, a research gap this study helps fill (Pomerantz et al., 2015).

For this study's content analysis, a coding form was developed based on the previous landmark study's coding form to collect information from the social media policies selected for

this study. The coding questions were chosen to assist in the identification of social media policy characteristics that provided insight into how social media policies cover faculty. A content analysis was performed on 71 social media policies and quantitative data was collected. The data was then analyzed utilizing percentages and summary statistics. As a descriptive study the use of percentages and summary statistics was used to provide the appropriate frame to examine and compare the data that was collected.

The results of the research were presented in chapter IV and were framed by this study's research questions and subsidiary questions. Percentages and summary statistics were utilized to gain an understanding of the content of social media policies and to determine differences among congregational control and other organizational characteristics. Chapter IV illustrated this data in tables and figures and explained them in further detail.

This chapter briefly summarizes the findings presented in chapter IV. It then concludes with a discussion of this study's key findings, limitations, implications, and potential avenues for future research.

Summary of Key Findings

This study's analysis revealed that 28.7 percent of Catholic higher education institutions have a published social media policy and 27.5 percent of Catholic higher education institutions have a social media policy that covers faculty. Doctorate-granting universities make up the largest percentage of institutions that have a social media policy. Policies frequently mentioned particular social media sites, with Facebook and Twitter among the most likely named. Policies typically applied to all those associated with the institution (including faculty). Members of the community were advised to post appropriate content, represent the institution positively, and to

ensure posts comply with the law. This study provided insight into the social media landscape of Catholic higher education and revealed three key findings.

Closing the social media "policy gap"

Higher education institutions typically prefer policies in place as a safeguard. Thus, it is unexpected that less than 30 percent of Catholic higher education institutions have adopted social media policies. With that said policy making is time consuming and can often result in a delay in adoption. Social media, however, is ever-changing. In order to keep up with the development of social media, higher education institutions must work to develop policies and revise current ones as social media evolves. This "policy gap" is particularly apparent in the finding that most social media policies were adopted or revised in 2014. It does appear that Catholic higher education institutions have worked to close the "policy gap" as evident by the mentions of Facebook and Twitter by name, and little mentions of MySpace, which has vastly decreased in popularity. Further, Catholic higher education institutions outpace the rest of higher education, which is at 25 percent social media policy adoption rate (Pomerantz et al., 2015).

As discussed in this study's literature review, proper use of social media can have a great positive impact. Higher education institutions can leverage social media to communicate their culture, goals, and values and can empower employees to differentiate an institution in the competitive higher education market. This is especially true for Catholic higher education institutions, which often come with a higher tuition price tag. Catholic higher education institutions may want to consider a more refined approach to social media by integrating social media policy in broader conduct and behavior policies and creating guidelines or best practices to empower employees to use social media as the powerful tool it is capable of being. This study found that 53 percent of Catholic higher education institutions labeled their social media policy

documents as a “policy” and only 6 percent as “best practices.” Further, 84 percent of social media policies are at the mitigation phase while only 4 percent are at the differentiation phase. This may indicate that Catholic higher education institutions are still trying to understand the functionality and opportunities social media has to offer. Policies that are incorporated into existing policies may indicate full integration of social media as a part of culture and life. Ultimately, social media policies must move past the mitigation phase and toward the differentiation phase if Catholic higher education institutions desire to leverage social media to allow an institution to stand out. In both cases, institutions must work toward understanding the significance of social media and the rapidly changing landscape of it.

Characteristics of Catholic higher education social media policies

Catholic colleges and universities are slightly more likely to have adopted a social media policy than other institutional control types. This is not surprising as social media questions at Catholic higher education institutions can be more complex due to their religious nature, governance, and congregational pressures. Thus, Catholic higher education institutions likely desire a safeguard, such as a social media policy, in place. The majority of policies have similar characteristics, including general themes of posting appropriate content, representing the institution positively, and ensuring posts comply with the law. There are few differences between policies with different institutional and congregational control. Catholic Jesuit affiliated institutions, however, are most likely to have an adopted social media policy. Compared to social media policies of all institutional control types, social media policies at Catholic higher education institutions are more likely to discuss communication with coworkers and less likely to discuss contact with the government.

One distinct characteristic of social media policies at Catholic higher education institutions is a reference to ensuring posts align with Catholic mission or identity. 50 percent of social media policies at Catholic colleges and universities make reference to this. This seems to be a low rate considering the USCCB's recommendation of a social media policy. For example, the following excerpt was taken from a social media policy document: "This document and the policy contained were created in conjunction with University faculty, staff, students, and volunteers with an interest in keeping the Franciscan University social media a place to share interests in Franciscan University. We are committed to upholding the values of Franciscan University and the Catholic Church" (para. 8). This statement aligns with the USCCB guidelines and illustrates a unique characteristic of a social media policy at a Catholic higher education institution.

The faculty factor in social media policies

This study discovered that 27.5 percent of Catholic higher education institutions have a social media policy that covers faculty. Yet, Stoessel (2016) found that the majority of faculty members are not aware a social media policy exists at their institution. This may be because social media policies are often buried on an institution's website. On average, it would take a faculty member more than three page clicks to access a social media policy and as many as seven. Further, Stoessel (2016) discovered that faculty desire to play a role in the social media policymaking process. However, this study found a small amount of policies that list faculty as part of the development, dissemination, and compliance enforcement of such policies. Instead, Marketing and Communications offices are most likely to be listed and social media policy documents are most likely to live on their respective microsites.

Faculty may be surprised to find that poor social media use can have serious implications. The American Association of University Professors states that any type of policy or restriction imposed on faculty use of social media must clearly identify actions that are deemed inappropriate and provide practicable ways for faculty to undergo review if suspension/termination is required (Stoessel, 2016). This study found that 49 percent of social media policies discuss a consequence, of which 64 percent name disciplinary action (including suspension and termination) as the consequence. To protect faculty academic freedom and free speech rights, 88 percent of social media policies recommend adding a disclaimer to social media profiles about a faculty members' higher education institution affiliation. In any case and in order to transition from the mitigation to the differentiation phase of social media policies, higher education institutions must build awareness of policies. Catholic higher education institutions should consider programs and communication to increase awareness of social media policies. For example, institutions can create social media workshops for faculty to bring awareness and to empower faculty to use social media for its benefits. They can also integrate social media training during the faculty orientation process. Doing so will not only benefit faculty members, but the institution.

Implications

This study has implications in practice and policy. This study's findings revealed common characteristics of social media policies that encourage social media use in practice. By following suggested guidelines and best practices, faculty and institutions can take advantage of the opportunities social media has to offer. This would allow for institutions to progress from the mitigation phase, which is an important progression for Catholic higher education institutions if they wish to stand out in a competitive higher education landscape. This study may also inform

the development and revision of social media policies. Specifically, Catholic higher education institutions should consider including a statement on aligning with Catholic mission and institutions that do not have policies should consider adopting one or integrating into an existing policy. By doing so, Catholic institutions can set clear guidelines for online conversations on difficult topics such as abortion and gay rights. Thus, reducing the risk associated of social media use and increasing the opportunity to leverage social media as a powerful tool. This study also opened the door for future research to contribute to the conversation on Catholic higher education and social media.

Future Research

This study sought to alleviate some of the research limitations noted in existing social media policy studies as reviewed in Chapter II. This study's findings encourage continued interest in examining social media policy questions at higher education institutions, by: (1) further investigating social media policy approaches and evolvement stages; (2) examining faculty awareness of such policies; and (3) considering other methodologies beyond content analysis to gain an understanding of social media policies.

First, additional research should be conducted about the adoption, implementation, and impact of social media policies at Catholic higher education institutions. This is because it may inform the development and adoption of social media policies at Catholic higher education institutions. Specifically, the majority of current research relates to the adoption and implementation phases due to the newness of social media policy research. As social media policies continue to develop, researchers should focus on impact. Future research should also further examine the characteristics of higher education institutions with social media policies in Boudreaux's three stages and investigate how an institution can progress more quickly through

each respective stage. By doing so, higher education institutions and policy makers can gain a better understanding on how to leverage social media as an opportunity rather than a challenge.

It is also recommended that future research focus on awareness of faculty of such policies. This goes hand in hand with measuring actual impact. Related to faculty, another opportunity for research based on this study's findings is to interview campus offices that are involved with the development, dissemination, and compliance enforcement of such policies. Since faculty desire to be part of the policymaking process, examining this aspect of policy adoption may reveal steps missed by institutions during the policy adoption phase.

Finally, this study answers some of the "who's" and "what's," which is a limitation of content analysis, but future research should aim to answer the "how's" and "why's" in a qualitative study. By learning more about social media policies from a qualitative perspective, additional implications for future research would likely surface.

Conclusion

The purpose of this study was to investigate the adoption of social media policies at Catholic institutions of higher education and how they cover faculty. This study used content analysis to address this study's research questions and subsidiary questions. Given the evolution of social media and gaps in the literature, content analysis was utilized to offer insight into the characteristics of social media policies. This study's data collection and analysis ensured that the purpose of this study was met. During analysis, the following themes emerged, including (1) Catholic colleges and universities appear to be working on closing the social media "policy gap," but there is much work to be done; (2) social media policies have common characteristics, but there are unique characteristics of Catholic higher education social media policies; and (3) social media policies cover faculty more than they are likely aware.

As social media continues to evolve, Catholic higher education institutions must position themselves as leaders of proper social media use. Doing so paves the way for a competitive advantage in a difficult higher education landscape, is ethically right, and protects institutional reputation during a difficult time for the Church. In his 2016 World Communications Day address Pope Francis stated that "social media is a gift from God." It is now up to Catholic colleges and universities and their faculty to use this gift for its intended matter – to lift up instead of bring down. And that is a responsibility only a Catholic higher education institution can and should bare.

REFERENCES

Amara, M. (2014). Communication: A Key Aspect of the Strategy and Governance of Higher Education Institutions. *Programme on Institutional Management in Higher Education*.

Barnes, N. G., & Lescault, A. M. (2011). Social Media Adoption Soars as Higher-Ed Experiments and Reevaluates Its Use of New Communications Tools. *Center for Marketing Research. University of Massachusetts Dartmouth, North Dartmouth, MA*.

Baumhart, P. B. (2015). SOCIAL MEDIA AND THE JOB MARKET: HOW TO RECONCILE APPLICANT PRIVACY WITH EMPLOYER NEEDS. *University Of Michigan Journal Of Law Reform, 48(2),* 503-533.

Boudreaux C. (2009). *Analysis of Social Media Policies: Lessons and Best Practices*. Retrieved from http://socialmediagovernance.com/.

Boyd, D., & Ellison, N. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication, 13(1),* 210-230.

Byrd, S. (2010). Social network use in government, business, and higher education: Recent research, current practice, and considerations for use. Retrieved from http://www.sallybyrdweb.com/socialnetworkuse.html.

Chang, Y., Tang, L., Inagaki, Y., & Liu, Y. (2014). What is tumblr: A statistical overview and comparison. *ACM SIGKDD Explorations Newsletter*,*16*(1), 21-29.

Craig Keefe v. Central Lakes College, 00326 JNE-LIB (United States District Court, District of Minnesota 2014).

Daugrid, D. (2015). Diversity and Inclusion in Social Media: A Case Study of Student Behavior. *Journal of Cases in Educational Leadership, 18(1),* 92-102.

Demographics of Internet and Home Broadband Usage in the United States. (2018, February 05). Retrieved from https://www.pewinternet.org/fact-sheet/internet-broadband/

Emerson College (2014). *Social media guidelines.* Unpublished manuscript.

Garber, M. (2011). *Social media policy on campus: A case study of the development and implementation of a social media policy for university administrators, faculty, and staff* (Doctoral Dissertation). Retrieved from ERIC. (Accession No. 3472232)

Gravili, G. (2014). The Use of Social Media for Job Placement in Career Centers of Four European Universities: Opportunities and Risks. *Journal of Current Issues in Media & Telecommunications, 6(4),* 377-390.

Grzeszczuk, Katarzyna, "Maintaining Institutional Identity in the Age of Part-time Faculty" (2018). *Seton Hall University Dissertations and Theses (ETDs).* 2507. https://scholarship.shu.edu/dissertations/2507

Hirschen, M. (2007). About facebook. *Atlantic Monthly (10727715), 300*(3), 148-155.

International Society for Technology Education (ISTE). (2009). National education technology standards for administrators. Washington, D.C.: ISTE.

Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior, 28(1),* 187–198.

Junco, R. (2015). Student class standing, Facebook use, and academic performance. *Journal of Applied Developmental Psychology, 36,* 18-29.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons 53 (1),* 59–68.

Hayes AF, Krippendorff K. (2007). Answering the Call for a Standard Reliability Measure for Coding Data. *Communication Methods and Measures.* 1: 77–89.

Kay, R. H., & Lauricella, S. (2011). Unstructured vs. structured use of laptops in higher education. *Journal of Information Technology Education, 10,* 33–42.

Levy, R. E. (2014). The Tweet Hereafter: Social Media and the Free Speech Rights of Kansas Public University Employees. EMPLOYEES. *Kansas Journal of Law & Public Policy, 24(1),* 78-135.

Liu, Y., Gummadi, K. P., Krishnamurthy, B., & Mislove, A. (2011, November). *Analyzing facebook privacy settings: user expectations vs. reality.* In Proceedings of the 2011 ACM SIGCOMM conference on Internet measurement conference(pp. 61-70). ACM.

Madden, M., & Smith, A. (2010, May 25). Reputation Management and Social Media. Retrieved March 9, 2016, from http://www.pewinternet.org/2010/05/26/reputation-management-and-social-media/

Martínez-Alemán, A. M. (2014). Social Media Go to College. *Change, 46(1),* 13-20. doi:10.1080/00091383.2014.867203

Mayring, P. (2010). Qualitative content analysis. Forum: Qualitative Social Research, 1(2). Retrieved April 18, 2016, from http://utsc.utoronto.ca/~kmacd/IDSC10/Readings/text%20analysis/CA.pdf

McNeill, T. (2012). "Don't Affect the Share Price": Social Media Policy in Higher Education as Reputation Management. *Research in Learning Technology, 20(1),* 152-162.

Montclair State University (2014). *Policy on the use of social media*. Unpublished manuscript.

Moore, B. (2011). The evolution of social networking technologies in the workplace: Balancing employee and employer rights. Retrieved from http://www.natlawreview.com/article/evolution - socialnetowrking-technologie-workplace-balancing-employee-and-employer-rights.

Moran, M., Seaman, J., & Tinti-Kane, H. (2011). Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media. *Babson Survey Research Group*.

Morgan, D. L. (1993). *Qualitative content analysis: A guide to paths not taken.* Qualitative Health Research, 3, 112-121.

Murthy, D. (2018). *Twitter*. Polity Press.

Oregon State University (2011). *Social media policy and guidelines*. Unpublished manuscript.

O'Reilly, T. (2005). What is web 2.0: Design patterns and business models for the next generation of software. Retrieved April 1, 2016 from http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html.

Penrose, M. (2014). Tinkering with Success: College Athletes, Social Media and the First Amendment. *Pace Law Review, 35(1),* 30-72.

Phillips, S. (2007). A brief history of Facebook. *the Guardian*, *25*.

Piotrowski, C. (2015). Emerging research on social media use in education: A study of dissertations. *Research in Higher Education*.

Pomerantz, J., Hank, C., & Sugimoto, C. R. (2015). The State of Social Media Policies in Higher Education. *Plos ONE, 10(5*), 1-17. doi:10.1371/journal.pone.012748.

Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. Computers in Human Behavior, 29(3), 948–958.

Rowe, J. (2014). Student Use of Social Media: When Should the University Intervene? *Journal of Higher Education Policy & Management, 36(3),* 241-256.

Sanderson, J., Browning, B., & Schmittel, A. (2015). Education on the Digital Terrain: A Case Study Exploring College Athletes' Perceptions of Social-Media Training. *International Journal of Sport Communication, 8(1),* 103-124.

Social Media Policy Database on Social Media Governance. (n.d.). Retrieved April 1, 2016, from http://socialmediagovernance.com/policies/

Stoessel, J. (2016). *Social media policy implications in higher education: Do faculty, administration, and staff have a place in the "social network"?* (Doctoral Dissertation, Seton Hall University). Retrieved from https://scholarship.shu.edu/dissertations/2144/.

United States Conference of Catholic Bishops. (2014). Social Media Guidelines. Retrieved from http://www.usccb.org/about/communications/social-media-guidelines.cfm

The University of California at Berkeley (2013). *Cal-Berkeley social media policy guidelines*. Unpublished manuscript.

University of Kansas Medical Center (2013). *Policies, procedures, and operational protocols: Social media policy*. Unpublished manuscript.

University of Massachusetts Boston (2010). *UMass Boston social media policy*. Unpublished manuscript.

University of Michigan (2010). *University of Michigan Social Media Community Guidelines.* Unpublished manuscript.

University of Minnesota (2014). *Guidelines for acceptable use.* Unpublished manuscript.

University of Texas (2014). *Social media guidelines.* Unpublished manuscript.

U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 2016, College Navigator. Retrieved from https://nces.ed.gov/collegenavigator/.

Veletsianos, G., & Kimmons, R. (2013). Scholars and faculty members' lived experiences in online social networks. *The Internet and Higher Education*, 16, 43–50.

Wang, Y., Norcie, G., Komanduri, S., Acquisti, A., Leon, P., & Cranor, L. (2011). "I regretted the minute I pressed share" Proceedings of the Seventh Symposium on Usable Privacy and Security - SOUPS '11.

Wankel, C., & Wankel, L. A. (2011). *Higher Education Administration with Social Media: Including Applications in Student Affairs, Enrollment Management, Alumni Relations, and Career Centers*. Bingley, UK: Emerald Book Serials and Monographs.

Woodley, C. & Silvestri, M. (2014). The Internet Is Forever: Student Indiscretions Reveal the Need for Effective Social Media Policies in Academia. *American Journal of Distance Education, 28(2),* 126-138. doi: 10.1080/08923647.2014.896587

Yoder v. University of Louisville, 12-5354 13a0488n.06 (United States Court of Appeals for the Sixth Circuit 2013).

APPENDIX

A-1. Content Analysis of Social Media Policies Questionnaire

1. What is the institution name?

2. What is the title of the document?

3. What year was the policy adopted?

4. How many words does the policy have?

5. What is the organizational location of the policy?

6. What is the page path to the policy?

7. Which communities are addressed in the policy?

- Students
- Faculty, professors and/or instructors
- Staff and/or administrators
- Athletes, coaches, and/or others involved with athletics
- Individuals that use social media as part of their jobs
- There's only one policy for everyone
- Other (specify)_____

8. Which specific websites or services are mentioned by name, if any? (Check all that apply):

- Facebook
- Flickr

- Google+
- Instagram
- LinkedIn
- Pinterest
- Snapchat
- Tumblr
- Twitter
- Vimeo
- Wikipedia
- YouTube
- Other (specify)_____

9. Does the policy reference Catholic Tradition, mission or identity?

- Yes
- No

10. Does the policy discuss which campus offices are involved with the development, dissemination, and compliance enforcement of the policy? If so, which offices?

- Yes, _____
- No

11. Does the policy discuss appropriate content standards for posts?

- Yes

- No

12. Does the policy discuss posting personal information about oneself?

- Yes
- No

13. Does the policy discuss posting personal information about others?

- Yes
- No

14. Does the policy discuss standards for communication with co-workers?

- Yes
- No

15. Does the policy discuss standards for communication with members of the community? (students, alumni, etc.)

- Yes
- No

16. Does the policy discuss inappropriate behavior? (for example, harassment, bullying, threats, obscenity, etc.)

- Yes
- No

17. Does the policy discuss conflict or conflict resolution? (for example, arguments, fights, etc.)

- Yes
- No

18. Does the policy discuss ensuring that information posted is accurate?

- Yes
- No

19. Does the policy discuss appropriate tone standards for posts?

- Yes
- No

20. Does the policy discuss writing style?

- Yes
- No

21. Does the policy discuss how to represent the institution? (for example, branding, public image, etc.)

- Yes
- No

22. Does the policy distinguish personal posts from posting on behalf of the institution or in the institution's name?

- Yes
- No

23. Does the policy discuss how to post about events at the institution?

- Yes
- No

24. Does the policy discuss the use of the institution's trademarks? (for example, logos, mascots, etc.)

- Yes
- No

25. Does the policy discuss sharing information about the workplace? (for example, about the conditions of employment)?

- Yes
- No

26. Does the policy discuss contact with the media? (newspapers, TV, reporters, etc.)

- Yes
- No

27. Does the policy discuss contact with government agencies? (federal, state, or local)

- Yes

- No

28. Does the policy discuss complying with the law? (federal, state, or local) If so, what laws are discussed?

- Yes, _____
- No

29. Does the policy discuss what is or is not legal to post? (for example, copyrighted content is illegal to post)

- Yes
- No

30. Does the policy discuss getting permission from others before posting? (for example, from a supervisor, the owner of content, etc.)

- Yes
- No

31. Does the policy discuss copyright?

- Yes
- No

32. Does the policy discuss sharing confidential information? (for example, proprietary information, legal matters, or anything non-public)

- Yes
- No

33. Does the policy discuss consequences for violating the policy? If so, what are the consequences?

- Yes, _____
- No

Table A-1. Population and sample characteristics.

Institution Name	Policy	Congregation	Carnegie Classification	Year	Setting	Size	Area	Faculty
Albertus Magnus College	No	Dominican	Masters	4-year	Residential	Small	New England	1-100
Alvernia University	No	Franciscan	Masters	4-year	Residential	Small	Mid East	1-100
Alverno College	No	Franciscan	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
Ancilla College	No	Other	Associate	2-year	Nonresidential	Very Small	Great Lakes	1-100
Anna Maria College	No	Independent	Masters	4-year	Residential	Small	New England	1-100
Aquinas College	No	Dominican	Masters	4-year	Residential	Small	Great Lakes	1-100
Aquinas College	Yes	Dominican	Masters	4-year	Nonresidential	Very Small	Southeast	N/A
Aquinas Institute of Theology	No	Dominican	Special Focus	N/A	N/A	N/A	Plains	N/A
Assumption College	No	Augustinian	Masters	4-year	Residential	Small	New England	1-100
Assumption College for Sisters	No	Other	Associate	2-year	Nonresidential	Very Small	Mid East	N/A
Athenaeum of Ohio	No	Diocesan	Masters	4-year	Nonresidential	Very Small	Great Lakes	N/A
Ave Maria School of Law	No	Independent	Special Focus	N/A	N/A	N/A	Southeast	N/A
Ave Maria University	No	Independent	Baccalaureate	4-year	Residential	Small	Southeast	N/A
Avila University	No	Sisters of Saint Joseph	Masters	4-year	Nonresidential	Small	Plains	1-100
Barry University	No	Dominican	Doctoral	4-year	Nonresidential	Medium	Southeast	101-200
Bellarmine University	No	Independent	Masters	4-year	Residential	Medium	Southeast	1-100
Belmont Abbey College	No	Benedictine	Baccalaureate	4-year	Residential	Small	Southeast	1-100
Benedictine College	Yes	Benedictine	Baccalaureate	4-year	Residential	Small	Plains	1-100
Benedictine University	Yes	Benedictine	Doctoral	4-year	Nonresidential	Medium	Great Lakes	1-100
Bon Secours Memorial College of Nursing	No	N/A	N/A	4-year	Nonresidential	Very Small	Southeast	N/A
Boston College	Yes	Jesuit	Doctoral	4-year	Residential	Large	New England	400+
Brescia University	No	Ursuline	Baccalaureate	4-year	Residential	Very Small	Southeast	1-100
Briar Cliff University	No	Franciscan	Baccalaureate	4-year	Residential	Very Small	Plains	1-100
Cabrini University	Yes	Other	N/A	4-year	Residential	Small	Mid East	1-100
Caldwell University	No	Dominican	Masters	4-year	Residential	Small	Mid East	1-100
Calumet College of Saint Joseph	No	Other	Masters	4-year	Nonresidential	Very Small	Great Lakes	1-100
Canisius College	No	Jesuit	Masters	4-year	Residential	Medium	Mid East	101-200
Cardinal Stritch University	Yes	Franciscan	Doctoral	4-year	Nonresidential	Medium	Great Lakes	1-100
Carlow University	No	Mercy	Masters	4-year	Residential	Small	Mid East	1-100
Carroll College	Yes	Diocesan	Baccalaureate	4-year	Residential	Small	Rocky Mountains	1-100
Carroll University	Yes	N/A	N/A	4-year	Residential	Medium	Great Lakes	1-100
Catholic Distance University	No	Independent	Special Focus	4-year	Nonresidential	Very Small	Southeast	N/A
Catholic Theological Union at Chicago	No	N/A	Special Focus	N/A	N/A	N/A	Great Lakes	1-100
Catholic University of America	Yes	N/A	N/A	4-year	Residential	Medium	Mid East	201-300

Chaminade University of Honolulu	No	Other	Masters	4-year	Residential	Small	Far West	1-100
Chatfield College	No	Ursuline	Associate	2-year	Nonresidential	Very Small	Great Lakes	N/A
Chestnut Hill College	No	Sisters of Saint Joseph	Masters	4-year	Residential	Small	Mid East	1-100
Christ the King Seminary	No	N/A	Special Focus	N/A	N/A	N/A	Mid East	N/A
Christian Brothers University	No	Lasallian	Masters	4-year	Residential	Small	Southeast	1-100
Clarke University	No	Sisters of Charity	Baccalaureate	4-year	Residential	Small	Plains	1-100
College of Mount Saint Vincent	Yes	Sisters of Charity	Masters	4-year	Residential	Small	Mid East	1-100
College of Our Lady of the Elms	No	N/A	N/A	4-year	Residential	Small	New England	1-100
College of Saint Benedict	No	Benedictine	Baccalaureate	4-year	Residential	Small	Plains	1-100
College of Saint Elizabeth	No	Sisters of Charity	Masters	4-year	Residential	Very Small	Mid East	1-100
College of Saint Mary	No	Mercy	Masters	4-year	Residential	Very Small	Plains	1-100
College of St Joseph	No	N/A	Baccalaureate	4-year	Residential	Very Small	New England	1-100
College of the Holy Cross	Yes	Jesuit	Baccalaureate	4-year	Residential	Small	New England	101-200
Conception Seminary College	No	N/A	N/A	4-year	Residential	Very Small	Plains	1-100
Covenant School of Nursing and Allied Health	No	N/A	N/A	N/A	N/A	N/A	Southwest	N/A
Creighton University	Yes	Jesuit	Masters	4-year	Residential	Medium	Plains	101-200
DePaul University	Yes	N/A	Doctoral	4-year	Nonresidential	Large	Great Lakes	301-400
DeSales University	No	Other	Masters	4-year	Residential	Small	Mid East	1-100
Divine Mercy University	No	N/A	N/A	N/A	N/A	N/A	Southeast	N/A
Divine Word College	No	Other	Special Focus	4-year	Residential	Very Small	Plains	1-100
Dominican School of Philosophy & Theology	No	N/A	Special Focus	N/A	N/A	N/A	Far West	N/A
Dominican University	Yes	Dominican	Masters	4-year	Residential	Small	Great Lakes	1-100
Donnelly College	No	Diocesan	Baccalaureate	4-year	Nonresidential	Very Small	Plains	1-100
Duquesne University	No	Other	Doctoral	4-year	Residential	Medium	Mid East	201-300
Edgewood College	No	N/A	Doctoral	4-year	Residential	Small	Great Lakes	1-100
Emmanuel College	Yes	Sisters of Notre Dame de Namur	Baccalaureate	4-year	Residential	Small	New England	1-100
Fairfield University	Yes	Jesuit	Masters	4-year	Residential	Medium	New England	101-200
Felician University	No	Other	Masters	4-year	Nonresidential	Small	Mid East	1-100
Fontbonne University	No	Sisters of Saint Joseph	Masters	4-year	Residential	Small	Plains	1-100
Fordham University	Yes	Jesuit	Doctoral	4-year	Residential	Large	Mid East	301-400
Franciscan Missionaries of Our Lady University	No	Franciscan	Masters	4-year	Nonresidential	Small	Southeast	1-100
Franciscan School of Theology	No	N/A	Special Focus	N/A	N/A	N/A	Far West	N/A
Franciscan University of Steubenville	Yes	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
Gannon University	No	Diocesan	Masters	4-year	Residential	Medium	Mid East	1-100

Georgetown University	No	Jesuit	Doctoral	4-year	Residential	Large	Mid East	301-400
Georgian Court University	Yes	Mercy	Masters	4-year	Residential	Small	Mid East	1-100
Gonzaga University	Yes	Jesuit	Masters	4-year	Residential	Medium	Far West	101-200
Good Samaritan College of Nursing and Health Science	No	N/A	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	N/A
Gwynedd Mercy University	No	Mercy	Masters	4-year	Nonresidential	Small	Mid East	1-100
Hilbert College	Yes	Franciscan	Baccalaureate	4-year	Residential	Very Small	Mid East	1-100
Holy Apostles College and Seminary	No	N/A	Special Focus	4-year	Nonresidential	Very Small	New England	1-100
Holy Cross College	No	Holy Cross	Baccalaureate	4-year	Residential	Very Small	Great Lakes	1-100
Holy Family University	No	Other	Masters	4-year	Nonresidential	Small	Mid East	1-100
Holy Name Medical Center School of Nursing	No	N/A	N/A	N/A	N/A	N/A	Mid East	N/A
Holy Names University	Yes	Other	Masters	4-year	Residential	Very Small	Far West	1-100
HSHS St. John's Hospital School of Clinical Laboratory Science	No	N/A	N/A	N/A	N/A	N/A	Great Lakes	N/A
Immaculata University	No	Other	Doctoral	4-year	Nonresidential	Small	Mid East	1-100
Iona College	Yes	Other	N/A	4-year	Residential	Medium	Mid East	101-200
John Carroll University	No	Jesuit	Masters	4-year	Residential	Medium	Great Lakes	101-200
John Paul the Great Catholic University	No	N/A	Baccalaureate	4-year	Residential	Very Small	Far West	N/A
Kenrick Glennon Seminary	No	N/A	N/A	4-year	Residential	Very Small	Plains	N/A
King's College	Yes	Holy Cross	Masters	4-year	Residential	Small	Mid East	1-100
La Roche College	Yes	Other	Baccalaureate	4-year	Residential	Small	Mid East	1-100
La Salle University	No	Other	Masters	4-year	Residential	Medium	Mid East	101-200
Laboure College	No	N/A	N/A	4-year	Nonresidential	Very Small	New England	1-100
Lawrence Memorial Hospital School of Nursing	No	N/A	N/A	2-year	Nonresidential	Very Small	New England	N/A
Le Moyne College	No	Jesuit	Masters	4-year	Residential	Small	Mid East	1-100
Lewis University	No	Lasallian	Masters	4-year	Residential	Medium	Great Lakes	1-100
Loras College	No	Diocesan	Baccalaureate	4-year	Residential	Small	Plains	1-100
Lourdes University	No	N/A	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
Loyola Marymount University	Yes	Jesuit	Masters	4-year	Residential	Medium	Far West	201-300
Loyola University Chicago	Yes	Jesuit	Doctoral	4-year	Residential	Large	Great Lakes	301-400
Loyola University Maryland	Yes	Jesuit	Masters	4-year	Residential	Medium	Mid East	101-200
Loyola University New Orleans	Yes	Jesuit	Masters	4-year	Residential	Medium	Southeast	101-200
Madonna University	No	Franciscan	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
Manhattan College	Yes	Lasallian	Masters	4-year	Residential	Medium	Mid East	101-200
Maria College of Albany	Yes	Other	Special Focus	4-year	Nonresidential	Very Small	Mid East	1-100

Marian University	No	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
Marian University	No	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
Marquette University	No	Jesuit	Doctoral	4-year	Residential	Large	Great Lakes	201-300
Marygrove College	No	N/A	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
Marylhurst University	No	N/A	Masters	4-year	Nonresidential	Very Small	Far West	N/A
Marymount California University	No	N/A	Baccalaureate	4-year	Residential	Small	Far West	1-100
Marymount University	No	Jesuit	Masters	4-year	Residential	Small	Southeast	1-100
Marywood University	No	Other	Masters	4-year	Residential	Small	Mid East	1-100
Mercy College of Health Sciences	No	Mercy	Special Focus	4-year	Nonresidential	Very Small	Plains	1-100
Mercy College of Ohio	No	Mercy	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	1-100
Mercy Hospital School of Nursing	No	N/A	N/A	N/A	N/A	N/A	Mid East	N/A
Mercyhurst University	No	N/A	Masters	4-year	Residential	Small	Mid East	1-100
Mercyhurst University-North East Campus	No	N/A	Masters	2-year	Nonresidential	Small	Mid East	N/A
Merrimack College	No	Augustinian	Masters	4-year	Residential	Medium	New England	N/A
Misericordia University	Yes	Mercy	Masters	4-year	Residential	Small	Mid East	1-100
Molloy College	No	Dominican	Masters	4-year	Nonresidential	Medium	Mid East	N/A
Mount Aloysius College	No	Mercy	Baccalaureate	4-year	Residential	Small	Mid East	1-100
Mount Angel Seminary	No	N/A	Special Focus	4-year	Residential	Very Small	Far West	N/A
Mount Carmel College of Nursing	No	Holy Cross	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	1-100
Mount Marty College	No	Benedictine	Masters	4-year	Residential	Very Small	Plains	1-100
Mount Mary University	Yes	N/A	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
Mount Mercy University	No	Mercy	Masters	4-year	Residential	Small	Plains	1-100
Mount Saint Joseph University	No	N/A	N/A	4-year	Nonresidential	Small	Great Lakes	1-100
Mount Saint Mary College	No	Dominican	Masters	4-year	Residential	Small	Mid East	1-100
Mount Saint Mary's University	No	N/A	Masters	4-year	Nonresidential	Small	Far West	1-100
Mount St. Mary's University	No	Other	Masters	4-year	Residential	Small	Mid East	1-100
Neumann University	No	Franciscan	Masters	4-year	Residential	Small	Mid East	1-100
Newman University	No	Other	Masters	4-year	Residential	Small	Plains	1-100
Niagara University	No	Other	Masters	4-year	Residential	Medium	Mid East	1-100
Northeast Catholic College	No	N/A	N/A	4-year	Residential	Very Small	New England	N/A
Notre Dame College	Yes	Sisters of Notre Dame de Namur	MAsters	4-year	Residential	Small	Great Lakes	1-100
Notre Dame de Namur University	No	Sisters of Notre Dame de Namur	Masters	4-year	Residential	Small	Far West	1-100
Notre Dame of Maryland University	No	Sisters of Notre Dame de Namur	Masters	4-year	Nonresidential	Small	Mid East	1-100
Oblate School of Theology	No	N/A	Special Focus	N/A	N/A	N/A	Southwest	N/A
Ohio Dominican University	Yes	Dominican	Masters	4-year	Residential	Small	Great Lakes	1-100
Our Lady of the Lake University	Yes	Other	Masters	4-year	Residential	Small	Southwest	1-100

Pontifical Catholic University of Puerto Rico-Arecibo	No	N/A	N/A	4-year	Nonresidential	Very Small	Outlying areas	1-100
Pontifical Catholic University of Puerto Rico-Mayaguez	No	N/A	N/A	4-year	Nonresidential	Small	Outlying areas	N/A
Pontifical Catholic University of Puerto Rico-Ponce	No	N/A	N/A	4-year	Nonresidential	Medium	Outlying areas	1-100
Pontifical College Josephinum	No	N/A	N/A	4-year	Residential	Very Small	Great Lakes	1-100
Pontifical Faculty of the Immaculate Conception at the Dominican House of Studies	No	N/A	N/A	N/A	N/A	N/A	Mid East	N/A
Pontifical John Paul II Institute for Studies on Marriage and Family	No	N/A	N/A	N/A	N/A	N/A	Mid East	N/A
Pope St John XXIII National Seminary	No	N/A	N/A	N/A	N/A	N/A	New England	N/A
Presentation College	No	Other	Special Focus	4-year	Nonresidential	Very Small	Plains	1-100
Providence College	No	Dominican	Masters	4-year	Residential	Medium	New England	101-200
Quincy University	No	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
Regis College	No	Sisters of Saint Joseph	Special Focus	4-year	Residential	Small	New England	1-100
Regis University	Yes	Jesuit	Masters	4-year	Residential	Medium	Rocky Mountains	1-100
Resurrection University	No	Independent	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	N/A
Rivier University	Yes	N/A	Masters	4-year	Residential	Small	New England	1-100
Rockhurst University	No	Jesuit	Masters	4-year	Residential	Small	Plains	1-100
Rosemont College	No	Other	Masters	4-year	Residential	Very Small	Mid East	1-100
Sacred Heart Major Seminary	No	Independent	Masters	4-year	Nonresidential	Very Small	Great Lakes	1-100
Sacred Heart Seminary and School of Theology	No	N/A	Special Focus	N/A	N/A	N/A	Great Lakes	1-100
Sacred Heart University	Yes	Independent	Masters	4-year	Residential	Medium	New England	1-100
Saint Ambrose University	Yes	N/A	Masters	4-year	Residential	Medium	Plains	1-100
Saint Anselm College	No	Benedictine	Baccalaureate	4-year	Residential	Small	New England	1-100
Saint Anthony College of Nursing	No	N/A	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	1-100
Saint Charles Borromeo Seminary-Overbrook	No	N/A	Special Focus	4-year	Residential	Very Small	Mid East	N/A
Saint Edward's University	No	N/A	Masters	4-year	Residential	Medium	Southwest	1-100
Saint Elizabeth College of Nursing	No	N/A	Special Focus	2-year	Nonresidential	Very Small	Mid East	N/A
Saint Elizabeth School of Nursing	No	N/A	N/A	N/A	N/A	N/A	Great Lakes	N/A
Saint Francis Medical Center College of Nursing	No	N/A	Special Focus	4-year	Nonresidential	Very Small	Great Lakes	1-100

Saint Francis Medical Center School of Nursing	No	N/A	N/A	N/A	N/A	N/A	Mid East	N/A
Saint Francis University	No	Franciscan	Masters	4-year	Residential	Small	Mid East	1-100
Saint John Fisher College	No	N/A	N/A	4-year	Residential	Medium	Mid East	N/A
Saint John Vianney College Seminary	No	N/A	N/A	4-year	Residential	Very Small	Southeast	1-100
Saint John's Seminary	No	N/A	Special Focus	4-year	Residential	Very Small	New England	N/A
Saint Johns University	Yes	Benedictine	Baccalaureate	4-year	Residential	Small	Plains	1-100
Saint Joseph Seminary College	No	N/A	Special Focus	4-year	Residential	Very Small	Southeast	N/A
Saint Joseph's College of Maine	Yes	Mercy	Masters	4-year	Residential	Small	New England	1-100
Saint Joseph's University	No	N/A	Masters	4-year	Residential	Medium	Mid East	101-200
Saint Leo University	No	N/A	Masters	4-year	Residential	Large	Southeast	1-100
Saint Louis University	Yes	N/A	Doctoral	4-year	Residential	Large	Plains	201-300
Saint Martin's University	No	N/A	Masters	4-year	Residential	Small	Far West	1-100
Saint Mary-of-the-Woods College	Yes	Other	Baccalaureate	4-year	Residential	Very Small	Great Lakes	1-100
Saint Mary's College	No	Holy Cross	Baccalaureate	4-year	Residential	Small	Great Lakes	1-100
Saint Mary's College of California	No	Lasallian	Masters	4-year	Residential	Medium	Far West	101-200
Saint Mary's University of Minnesota	No	Other	Masters	4-year	Residential	Medium	Plains	1-100
Saint Meinrad School of Theology	No	N/A	Special Focus	N/A	N/A	N/A	Great Lakes	1-100
Saint Michael's College	Yes	Other	Baccalaureate	4-year	Residential	Small	New England	1-100
Saint Norbert College	No	N/A	Baccalaureate	4-year	Residential	Small	Great Lakes	1-100
Saint Peter's University	No	N/A	N/A	4-year	Residential	Small	Mid East	1-100
Saint Vincent College	No	Benedictine	Baccalaureate	4-year	Residential	Small	Mid East	1-100
Saint Vincent de Paul Regional Seminary	No	N/A	N/A	N/A	N/A	N/A	Southeast	N/A
Saint Vincent Seminary	No	N/A	Special Focus	N/A	N/A	N/A	Mid East	N/A
Saint Xavier University	Yes	Mercy	Masters	4-year	Residential	Medium	Great Lakes	101-200
Salve Regina University	Yes	Mercy	Masters	4-year	Residential	Small	New England	1-100
Santa Clara University	Yes	Jesuit	Masters	4-year	Residential	Medium	Far West	201-300
Seattle University	Yes	Jesuit	Masters	4-year	Residential	Medium	Far West	101-200
Seton Hall University	Yes	Diocesan	Doctoral	4-year	Residential	Medium	Mid East	201-300
Seton Hill University	No	Sisters of Charity	Masters	4-year	Residential	Small	Mid East	1-100
Siena College	No	Franciscan	Baccalaureate	4-year	Residential	Medium	Mid East	101-200
Siena Heights University	Yes	Dominican	Masters	4-year	Residential	Small	Great Lakes	1-100
Silver Lake College of the Holy Family	No	Franciscan	Masters	4-year	Residential	Very Small	Great Lakes	1-100
Spalding University	No	Sisters of Charity	Doctoral	4-year	Residential	Small	Southeast	1-100

Spring Hill College	No	Jesuit	Baccalaureate	4-year	Residential	Small	Southeast	1-100
St Bernard's School of Theology and Ministry	No	N/A	N/A	N/A	N/A	N/A	Mid East	1-100
St Bonaventure University	No	N/A	N/A	4-year	Residential	Small	Mid East	1-100
St Catherine University	No	N/A	N/A	4-year	Residential	Medium	Plains	1-100
St John's Seminary	No	N/A	Special Focus	N/A	N/A	N/A	Far West	1-100
St John's University-New York	No	Benedictine	Baccalaureate	4-year	Residential	Large	Mid East	301-400
St Joseph School of Nursing	No	N/A	N/A	2-year	Nonresidential	Very Small	New England	N/A
St Joseph's College of Nursing at St Joseph's Hospital Health Center	No	N/A	N/A	2-year	Nonresidential	Very Small	Mid East	N/A
St Thomas University	No	N/A	Masters	4-year	Residential	Small	Southeast	1-100
St Vincent's College	No	N/A	Special Focus	4-year	Nonresidential	Very Small	New England	1-100
St. Gregory's University	No	N/A	N/A	4-year	Residential	Very Small	Southwest	1-100
St. John's College-Department of Nursing	No	N/A	N/A	4-year	Nonresidential	Very Small	Great Lakes	1-100
St. Mary's University	Yes	Other	Masters	4-year	Residential	Medium	Southwest	101-200
Stonehill College	Yes	Holy Cross	Baccalaureate	4-year	Residential	Small	New England	1-100
The College of Saint Rose	Yes	N/A	Masters	4-year	Residential	Medium	Mid East	N/A
The College of Saint Scholastica	Yes	N/A	N/A	4-year	Residential	Medium	Plains	1-100
Thomas Aquinas College	No	Dominican	Baccalaureate	4-year	Residential	Very Small	Far West	1-100
Thomas More College	Yes	Diocesan	Masters	4-year	Residential	Small	Southeast	1-100
Thomas More College of Liberal Arts	No	N/A	Baccalaureate	4-year	Residential	Very Small	New England	N/A
Trinity Washington University	Yes	N/A	N/A	4-year	Nonresidential	Small	Mid East	1-100
Trocaire College	No	Mercy	Special Focus	4-year	Nonresidential	Very Small	Mid East	1-100
Universidad Central de Bayamon	No	N/A	N/A	4-year	Nonresidential	Small	Outlying areas	N/A
Universidad del Sagrado Corazon	No	N/A	N/A	4-year	Nonresidential	Medium	Outlying areas	N/A
University of Dallas	Yes	Diocesan	Masters	4-year	Residential	Small	Southwest	1-100
University of Dayton	Yes	Other	Doctoral	4-year	Residential	Large	Great Lakes	201-300
University of Detroit Mercy	Yes	Jesuit	Masters	4-year	Residential	Medium	Great Lakes	101-200
University of Holy Cross	No	N/A	N/A	4-year	Nonresidential	Very Small	Southeast	1-100
University of Mary	Yes	Benedictine	Masters	4-year	Residential	Small	Plains	1-100
University of Notre Dame	No	Holy Cross	Doctoral	4-year	Residential	Large	Great Lakes	400+
University of Portland	No	Holy Cross	Masters	4-year	Residential	Medium	Far West	1-100
University of Providence	No	N/A	N/A	4-year	Residential	Very Small	Rocky Mountains	1-100
University of Saint Francis-Fort Wayne	No	Franciscan	Masters	4-year	Nonresidential	Small	Great Lakes	1-100
University of Saint	Yes	Mercy	Masters	4-year	Residential	Small	New England	1-100

Joseph								
University of Saint Mary	No	N/A	Masters	4-year	Residential	Small	Plains	1-100
University of Saint Mary of the Lake	No	N/A	Special Focus	N/A	N/A	N/A	Great Lakes	N/A
University of San Diego	Yes	Independent	Doctoral	4-year	Residential	Medium	Far West	101-200
University of San Francisco	No	Jesuit	Doctoral	4-year	Residential	Large	Far West	101-200
University of Scranton	Yes	Jesuit	Masters	4-year	Residential	Medium	Mid East	101-200
University of St Francis	No	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
University of St Thomas	Yes	N/A	N/A	4-year	Nonresidential	Small	Southwest	1-100
University of St Thomas	No	N/A	Doctoral	4-year	Residential	Medium	Plains	201-300
University of the Incarnate Word	Yes	Other	Masters	4-year	Nonresidential	Medium	Southwest	1-100
Ursuline College	No	Ursuline	Masters	4-year	Nonresidential	Very Small	Great Lakes	1-100
Villa Maria College	No	N/A	Baccalaureate	4-year	Nonresidential	Very Small	Mid East	N/A
Villanova University	Yes	Augustinian	Doctoral	4-year	Residential	Medium	Mid East	301-400
Viterbo University	Yes	Franciscan	Masters	4-year	Residential	Small	Great Lakes	1-100
Walsh University	No	Other	Masters	4-year	Residential	Small	Great Lakes	1-100
Wheeling Jesuit University	No	N/A	Masters	4-year	Residential	Small	Southeast	1-100
Xavier University	No	Jesuit	Masters	4-year	Residential	Medium	Great Lakes	101-200
Xavier University of Louisiana	No	Other	Masters	4-year	Residential	Small	Southeast	1-100